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ABSTRACT

The focus of this study was to develop background information on the issue of recruiting individuals into the teaching profession, and to determine the areas of satisfaction and dissatisfaction which influence whether teachers choose to remain in the profession. A questionnaire survey was conducted of three different samples in Maine--active teachers currently employed in public, elementary, and secondary schools; former teachers who had left teaching in the past two years; and college-bound high school seniors. Following a review of literature on teacher recruitment and retention, and a description of the methodology used in the study, chapters provide information on: (1) personal and professional characteristics of teachers in Maine; (2) factors that attract teachers to teaching; (3) levels and sources of satisfaction and dissatisfaction in the teaching profession; (4) teacher turnover rates; and (5) career goals of high school students. Appendices include sample letters to study participants and copies of the questionnaires. (JD)

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MAINE LEGISLATURE

TEACHER RECRUITMENT
and
RETENTION IN MAINE

February 1986

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Prepared for the
Joint Standing Committee on
Education

TEACHER RECRUITMENT
and
RETENTION IN MAINE

February 1986

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INTRODUCTION

Interest in conducting an in-depth study of TEACHER RECRUITMENT AND RETENTION in Maine arose during a legislative period which saw enactment of major reforms in the state's educational system. The Legislature responded to teachers', the public's and educational groups' concerns over the salary level of teachers. Legislative reforms included the passing of a three year, staged increase in teachers' base salaries. This increase addressed one of the major documented areas of dissatisfaction with teaching as a profession. However, concern remained that other areas of the profession also needed to be addressed if teaching was to be a profession which both attracted and retained the caliber of individuals needed to maintain a high quality educational system.

In response to those needs, Maine's Joint Standing Committee on Education undertook a statewide study of Maines' current teachers, former teachers and college bound high school 3lniors. Study methods included a statistical analysis of current trends in teacher turnover in Maine's education system and an analysis of responses to 1200 questionnaires mailed to participants in that system. The study was sponsored by the National Conference of State Legislatures under a grant from the National Institute for Education.

ACKNOWLEDGMENTS

The project received help from a variety of sources. Alex Pattakos of the Bureau of Public Administration at the University of Orono provided advice and assistance at various stages of the survey process. An ad-hoc review panel from the University of Maine at Orono comprised of professors from varying interest areas including Gordon Donaldson and Ted Coladarci of the Education Department, Ken Hayes of the Political Science Department, and Bill Whitaker of the Sociology department helped to focus the issues for the study, review the analytical model and make suggestions for defining and re-structuring of the questionnaire. Similar assistance was given by Steve Crouse, Nini McManamy and Milton Wright of the Maine Teachers' Association and by Professor Loren Downing in the Department of Education at the University of Southern Maine.

The Maine Teachers' Association was also very instrumental in assuring high rates of return from the teachers and former teachers surveyed. The president, Thomas Harvey, sent a postcard to each individual in the sample encouraging them to fill out the questionnaire. Officials in the Maine Teachers' Association aided also in the project by reminding teachers at various meetings throughout the survey period of the importance of completing the questionnaires.

The Maine School Management Association played a similar role in gaining the support of superintendents and principals. They carefully reviewed the questionnaire to make sure that it addressed their areas of concern. This enabled them to voice support and respond to questions by their membership. They publicized the survey in their newsletter and encouraged administrators to support it. Also, the Maine School Management Association played an important role in gaining support of those school units which were selected to participate in the student sample of the study. Their executive director, Paul Brunelle, wrote a letter to the principal and superintendent of each school selected, explaining the study and encouraging them to support the survey.

In addition to the different teaching and training constituencies, Dale Elliot and Ruby Keene of the State Department of Education and Cultural Services also contributed invaluable assistance. They provided a computerized sample of both the current and former teachers and processed the returns of the former teacher surveys, thereby protecting the former teachers rights to privacy while providing them a way to express their opinions if they desired. They also provided the data for the analysis of teacher turnover in Chapter VI.

Finally, a subcommittee of the Joint Standing Committee on Education has acted as the legislative review panel for the study. Their interest in the study and their commitment to seeing its results be a part of the policy discussions at the state level was invaluable in gaining the support of educational constituencies. The subcommittee included the Senate and House Chairs of the Joint Standing Committee on Education, Sen. Larry Brown and Rep. Ada Brown, and two other committee members, Rep. Judith Foss and Rep. Mary Small.

CHAPTER I
TEACHER RECRUITMENT AND RETENTION
A Literature Review

Previous research and writings were reviewed to assess factors others have identified as attracting individuals to the teaching profession and encouraging them to remain. The information was used to develop the survey questions and to construct an analytical framework from which the responses could be interpreted.

RECRUITMENT FACTORS

Previous research indicates that the reasons teachers choose to enter the teaching profession are frequently different from the reasons teachers remain in the profession. In one of the earliest and most extensive studies of the teaching profession, Daniel Lortie compared findings from his 1975 study of 5 towns in the Boston metropolitan area, to findings from several of the annual teacher opinion polls conducted by the National Education Association between 1963 and 1972.

In his study, Lortie identified 5 prominent entry themes or "attractors to teaching." The most frequently cited reason given by teachers in this study were those relating to what he labeled the **Interpersonal Theme**. Teachers chose their profession because they "liked to work with people" and felt teaching was one of the few occupations providing such constant interactions. Similarly, the most frequently cited response in the 1967 National Education Association Poll, was a "desire to work with young people."

The second theme Lortie labeled the **Service Theme**. This included the perceptions that teachers perform a "special mission in our society" and that "teaching is a valuable service of special moral worth." The 1972 NEA survey also identified this area as the second most frequently cited response. It used of the phrase "opportunity for rendering service." In analysis, Lortie raised the point that "to see teaching as a service, one must attach a certain degree of efficacy to it."[1] Other studies have also indicated the importance of teacher efficacy in relation to teachers' attitudes and their sense of professional worth.[2]

A third theme Lortie called **Continuation** a desire to remain and work in an educational setting. Lortie received general responses in this category from "liked school" to the "opportunity to engage in school-linked pursuits." The earlier NEA survey offered the response category of "interest in a subject-matter field." Schools are the one work environment familiar to every student and offering a unique opportunity for pursuing and sharing intellectual interests in various subjects. Lortie made an interesting observation that the

Continuation preference means teaching is less likely to attract change-oriented "risk-takers," and attracts instead, a more "conservative" population. This supports other studies that define teachers interested in maintaining present institutional patterns.[3]

The fourth theme described by Lortie for entering the teaching profession is **Material Benefits**. Historically, a teacher's status has been defined as under-rewarded, with the public perceiving that the material benefits of teaching are inadequate.[4] However, the perceptions of those entering the profession may be quite different. Lortie sets his discussion in an environmental context and points out that external social conditions, such as, few alternative employment opportunities for women and minorities and the fact that a significant proportion of men in the teaching profession come from homes marked by economic insecurity and low social status,[5] affect the perceptions of those entering the field. Hence, the material benefits of teaching may not be perceived as being inadequate to all those entering the profession. Teaching positions provide opportunities for those with limited employment choices and upward social mobility plus "good salaries" for those from low-income backgrounds. Offering tentative support to this line of reasoning is one teacher retention study where the more experienced teachers described their salaries as "adequate to good."[6] At the same time, however, the material benefits may be perceived as low by others from families with more secure incomes.

Lortie's final theme, **Time Compatibility**, addressed the unique work schedule of the teaching profession. Teaching requires fewer work days per year than any other profession. The National Education Association computed the teachers' work year as being 181 days a year compared to 237 days a year for other professions having 5 day work weeks, 3 weeks of vacation, and 8 holidays.[7] The scheduled workdays in teaching finish in mid-afternoon, there are numerous school holidays, and long summer vacations. Lortie cites these as "attraction-features" although they are not necessarily reasons for remaining in the profession.

Other researchers have reached similar findings in response to the question of what attracts one to the teaching profession. Smith, in a study of California's teaching professionals, grouped the attractors into two categories -- **altruistic** and **practical**.[8] The **altruistic motivators** included those reasons cited by Lortie in the themes of **interpersonal reasons, service and continuations."**

The **practical motivators**, as defined by Smith, are money, job security, time schedules, upward social mobility and a career structure that allows accessible entry. This last factor applies both to the professional woman who wishes to take time off from a career for motherhood and to those

professionals in business and industry who choose to enter the teaching field as a change of career option.

In addition to the general categories mentioned above, other studies have mentioned a number of specific features. These include the opportunity to enter a professional field with a bachelor's degree, the availability of employment in a preferred locality, the opportunity for professional career advancement, the opportunity to work in a less traditional field, such as sports or drama, and the respect a teacher receives as a member of their community.

RETENTION FACTORS

The variance between reasons for entering the teaching profession and reasons for remaining in the field were well documented in Fruth's study of entry themes as possible incentives for teacher retention.[9] He selected eight themes from survey responses of teachers and administrators in the mid-west. These themes could have both positive and negative aspects in their affect on teachers' expectations of, and satisfactions with, the teaching profession.

The first reason, **working with students or young people**, related on the positive side, to the benefits of sharing interests in a subject, of developing a rapport with young people, and of seeing individuals grow and achieve success. On the negative side, working with young people required contending with discipline problems, student immaturity, and supervisory responsibilities.

The second theme, **role models**, described the positive influence others have on one's decision to enter teaching to develop an interest in a particular subject area, and to develop one's own teaching style. Role models could also be perceived, however, as negative influences, particularly the teacher who had "stayed too long" in their position and had lost their enthusiasm for working with students or the subject matter.

A third area influencing teacher retention was **subject matter**. Subject matter was cited by the teaching professionals as a positive retention factor in teaching because the profession provided the unique opportunity to combine a subject interest with a job where one's enthusiasm could be shared. However, the teachers who entered for this reason also cited early frustrations with the more practical side of "learning their craft" and developing strategies for classroom success. This variance between expectations and experience substantiated the theory offered by Smith, that the characteristics of teaching which attract individuals to the profession are not quite the same as the qualities that hold them, although there is much overlap.[10]

The enticement of **personal growth** opportunities was another category in Fruth's study. This category, as cited by the teachers, included the possibilities for an individual teacher to feel a sense of personal gain from teaching. Teaching was described as offering a challenging position that allowed one to stretch one's talents, tap latent strengths, and regenerate oneself in a job. The negative aspect was the potentially limited growth environment of a school's administrative structure, or the frustration which could lead eventually to feelings of "becoming a drone." This seemed to pertain particularly to teachers who "have been teaching so long that they are convinced there is nothing else they could do to receive the same pay."[11]

Regarding the component of **personal growth** in teacher satisfaction, research by Darling-Hammond has shown that the primary form of reward for teachers is intrinsic,[12] teachers feel rewarded when they perceive themselves as being instrumental in their students' learning achievements. This concept matches the traditional image of teaching as an occupation for those who want to be of service, rather than for those whose goals are money, prestige and power.

Fruth also raised the issue of **time and schedules** in teaching. These considerations included perceptions of long summer vacations, periodic breaks, and professional working hours. Those were perceived positively as entry factors. However, the practitioner once in the classroom and faced with practical concerns, frequently cited that there was not enough time to accomplish what was needed in the classroom, and that autonomy in the scheduling of one's work was lacking. This lack of autonomy refers directly to the additional weekend and evening hours required by teachers to provide quality student instruction, such as class preparation and grading. A lack of personal time in the school schedule was cited as the reason that these teaching-related responsibilities could not be taken care of during the school day.

Job security was another issue in teacher retention cited by Fruth. This includes job predictability, personal and professional expectation of long-term continuance in one's position, a consistent, systematic set of rewards for work and the familiarity of the work environment. On the other hand, these same factors can lead to dissatisfied teachers remaining in the field due to a perception that other occupational choices are unavailable to them. The job security factors are **extrinsic factors** which could be used to enhance job satisfaction by relieving some of the organizationally-based stress teachers face. In recent years, the job security issue has gained greater importance as the education field has been shaken by financial cutbacks and drops in student enrollment in certain areas.[13]

Another issue reviewed by Fruth was **material benefits.** At present, the teaching profession offers competitive salaries for women entering the profession. This may be changing, however, as the direction of private-sector employment is to hire men and women on a more equal basis. The fringe benefits are also perceived as good. However, viewed in light of the importance of educating the nation's young, the salaries are low relative to the magnitude of the responsibility. Another source of dissatisfaction with financial rewards is the lack of association between effort, or performance, and pay. As T. H. Bell, U. S. Secretary of Education stated, "School boards, administrators, and teachers should cooperate to ... distinguish promise among beginning teachers and distinguished teaching performance for the more experienced teacher."[14]

The final issue in which Fruth surveyed his respondents was **support.** Four types of support were discussed -- administrative, morale, material and public. These support systems, if available, contributed primarily to job satisfaction from the teacher's perspective. They felt the administrators should invite greater teacher participation in decision-making, provide more frequent reassurances of job performances and increase the availability of physical materials to make educational programs more successful. Improvement of the public's perception of the teaching profession (its support of education and the job teachers do in the community) would also make the job more satisfying.

In a more general study of job-related factors affecting employee motivation in a variety of fields, Herzberg investigated factors impacting employee morale, satisfaction, dissatisfaction, creativity and productivity.[15] He based his work partly on Maslow's theoretical framework of a hierarchy of individual human needs. Maslow had developed a ladder of 5 levels of needs which must be satisfied for personal contentment: physiological needs, safety needs, sense of belonging and love needs, self-esteem needs, and self-actualization needs.

Herzberg built on this theory by stating that it is necessary to meet the extrinsic needs of the first levels of Maslow's hierarchy (both physiological and safety needs) but that this was not sufficient for high and sustained job satisfaction. His work has been reproduced in various cultural and occupational settings. Herzberg's findings began the discussion that a job has two distinct parts, both affecting employee motivation and performance.

The first part includes two sets of **hygiene factors** -- those elements which are **extrinsic** to the job itself and those which effect the **structured context** in which the actual job is performed. Company policies and administration, salary, supervision, interpersonal relations in the work setting, and working conditions are factors which, if perceived by employees

as positive, prevent employee dissatisfaction. If perceived as negative, they lower morale, and contribute to employee dissatisfaction.

The second group of job features include **intrinsic factors** which closely parallel Maslow's higher level of "need for self-actualization." Achievement, recognition, job content, advancement opportunities, and the assumption of responsibility were cited as employee motivators. They contributed positively to individual employee job satisfaction.

In a report addressing teacher recruitment and retention in rural America,[16] Doris Helge also examined Maslow's hierarchy of needs and applied them to teachers in rural areas. Her study focused on the specific aspects of teaching in rural areas which could make these positions attractive. Maslow's **social needs** could be met through the friendliness of the community, and the potential for status available in small communities. The **self-esteem needs** could be met professionally through flexible programming to work in one's own interest area, small enrollments facilitating individual attention to students, and a district focus on quality education programs.

Helge further cited that self-actualization needs could be met with administrative support for professional growth and development, peer support, professional advancement opportunities, and the availability of special self-development opportunities (such as close proximities to professional libraries or extended universities). Helge felt these factors are present in rural districts and could be used as a great advantage in attracting and retaining good teachers in rural areas.

Teachers sense of efficacy is another issue closely related to Maslow's three higher levels of need, or to the intrinsic factors of the teaching profession. A study by Ashton found that a teacher's **sense of efficacy** was significantly related to their students' achievements in high school basic skills classes.[17] In terms of quality education and teachers satisfaction, a high sense of efficacy was also related to the classroom climate and organizational structures which allowed teacher participation in decision-making. Teachers with a high sense of efficacy were more likely to maintain high academic standards, to be concerned with academic instruction, to monitor closely students' classwork, and to make the effort to build constructive relationships with the lower achieving students in their classrooms.

Conversely, a low sense of efficacy on the part of the teacher was related to more punitive classroom control measures. These teachers tended to stratify their classes according to ability, giving preferential treatment (such as more instruction, feedback, praise, and interaction) to the higher achieving students. Factors leading to a low sense of

efficacy included teachers' feelings of isolation, uncertainty, and powerlessness. Inadequate economic rewards and social recognition contributed further to these negative feelings.

Darling-Hammond indicated that a lack of support including physical materials, clerical assistance and supervisors evaluation of the teachers' work contribute to teacher dissatisfaction.[18] Furthermore, she found that conditions which undermine teacher efficacy, or the ability to do an effective job of teaching, are strongly related to teacher attrition. These conditions were outlined as the lack of professional discourse and participation in decision-making, inadequate preparation and teaching time, conflicts with and lack of support from administrators, bureaucratic interference in their work, a lack of autonomy and poor salaries. Regarding the subject of autonomy, Darling-Hammond's study indicated that standardized teaching prescriptions reduce the teachers' ability to teach effectively.

In a study of the quality of teachers' worklives,[19] Kornbluh and Cooke found that where vertical communication existed in the school system, job satisfaction was higher. Job dissatisfaction arose from unpleasant work environments, from excessive work hours, from desires for additional fringe benefits, from inadequate resources, from poor mobility and from decreasing job security.

The teachers interviewed by Kornbluh and Cooke wanted participation in making technical decisions affecting their jobs. These decisions concerned a choice of curriculum materials, resolutions of learning problems, and handling of student discipline and parent complaints. Higher morale was found to exist in schools where teachers could discuss these issues with their administrators.

In a study of vocational adaptation and teacher job satisfaction by Heath, responses to twenty-eight job-related and personal attributes were ranked according to the level of satisfaction derived.[20] The four most highly ranked conditions to adaptation and satisfaction were "meets most of my strongest needs," "provides opportunity for personal growth and satisfaction for most of my working life," "job utilizes my best potentialities" and "the degree of self-fulfillment which individuals secure from their jobs." These were **Intrinsic factors.**

The four factors Heath found to be least important to the meaning of job satisfaction were "salary and service received for work done," "my competence for the work I do," "the amount of time I spend on my job" and "the status and prestige of my occupation." The data in this study suggest that teachers are sustained by three basic factors: receiving respect from parents, having the freedom and independence to innovate and continue to grow, and to be part of an ethically concerned profession.

Heath concluded that the core attributes of vocational satisfaction to which teachers respond were the **intrinsic rewards** related to a teachers' self esteem, professional identity, and personal fulfillment and aspirations. These made teaching more of a "calling" than a job. If these core conditions were diminished, extrinsic rewards such as salaries, working conditions, hours and control over duties became more significant issues. According to Heath, "when this happens a vocation becomes less central to one's identity and begins to acquire the attributes of drudgery."

ANALYTICAL MODEL

The analytical model that will be used in this study integrates the conceptual schemes developed by these previous studies. (see Chart I) The first dimension follows Maslow's concept of a "hierarchy of need" and divides factors according to whether they meet basic needs of the individual (**extrinsic factors**) or satisfy higher level, psychological needs (**intrinsic factors**). The other dimension distinguishes among different aspects of a teachers life, basically between individual and family goals on the one side and **professional goals** on the other.

Intrinsic-Extrinsic Dimension

A number of studies cited above used Maslow's idea of a hierarchy of needs to analyze sources of satisfaction in teaching. On one end, there was a general consensus that economic rewards represent basic needs that have to be met before higher level sources of satisfaction played a role. Economic rewards were perceived as extrinsic to the individual. On the other end, were factors that relate to higher level, self actualization needs. Herzberg's reference to recognition in the community is an example. In the professional aspect of a teacher's life, the interest in a subject, mentioned by Fruth, the desire for autonomy discussed by Herzberg, and the service and altruistic motives, mentioned by both Lortie and Smith, represent higher level needs and motivators. The literature defined them as intrinsic to the individual.

Between these two levels are a set of other factors which are part of the structure in which the individual lives or works and hence distinct from the extrinsic economic rewards and intrinsic, higher level psychological factors. These factors include most of Smith's practical motivators, Fruth's time schedule and support dimensions, and Herzberg's hygiene factors. Based on these distinctions, this study will use a three part categorization of levels of satisfaction -- **extrinsic, structural and intrinsic.**

CHART I: ANALYTICAL MODEL FOR SOURCES OF ATTRACTION AND SATISFACTION IN TEACHING

PERSONAL AND FAMILY GOALS	PROFESSIONAL GROWTH AND AUTONOMY	STUDENT ACHIEVEMENT
Intrinsic Fruth -- Support from the community Herzberg -- Recognition Helge -- Social needs Heath -- Respect from parents	Intrinsic Lortie -- Continuation -- Liked school, subject Fruth -- Role model, Subject area, Personal growth Heath -- Self-esteem Herzberg -- Responsibility	Intrinsic Lortie -- Interpersonal, Service Smith -- Altruistic Motivators Fruth -- Working with students Darling-Hammond -- Student learning Herzberg -- Student achievement Heath -- Ethical concerns
Structural Lortie -- Time compatability -- summers off Smith -- Practical motivators -- available jobs Fruth -- Time schedule -- summers off Lortie -- Material benefits -- alternative job opportunities	Structural Smith-Practical motivators -- Time schedules, career advancement Fruth -- Personal growth, Time schedules, Support Herzberg -- Hygiene factors -- Administration, Job content Helge -- Self actualization -- Administrative support Ashton -- Efficacy -- Discipline, Participation Kornbluh and Cook -- Vertical communication	Structural Fruth -- Time schedule, Material resources Herzberg -- Hygiene factors -- Material resources Darling-Hammond -- Support --Clerical, Material
Extrinsic Lortie -- Material benefits -- Salary Smith -- Practical motivators -- Salary Fruth -- Material benefits -- Salary Herzberg -- Hygiene factors -- Salary Darling-Hammond -- Efficacy -- Salary	Extrinsic Kornbluh and Cook -- Job security	Extrinsic Harrison -- Merit pay[23]

Personal-Professional Dimension

Another dimension distinguishes between a teacher's family and personal life and the teacher's professional role. Helge refers to this when she postulates that the friendliness of a small town could meet the social needs of teachers and hence be a source of attraction. Both Smith and Lortie discuss the advantage of having summers off in helping teachers meet family obligations or fulfill family goals. These are clearly different than the professional interests and roles of the teacher.

Within the professional role, previous studies bring out a distinction between what Lortie labeled a continuation dimension on the one hand and an interpersonal dimension on the other. The former reflects an interest in a continued involvement in an educational setting, with a particular subject area or with the knowledge and skills associated with teaching. Part of Fruth's role model, subject area and personal growth dimensions also relate to this professionalization of the teacher's role. The other dimension of teaching is reflected in Smith's altruistic motivators and Lortie's service dimension. Examples of these are interest in working with children or people and of being of service to others. The professionalism and service aspects of teaching are integral but at the same time distinct aspects of the role. To differentiate among these aspects of a teachers family and professional role, the model for this study will differentiate among three life areas -- **personal and family goals, professional growth goals,** and **student achievement goals.**

A general inference from the preceding review of the literature is that the major sources of motivation and satisfaction come from the factors at the intrinsic level. The structural and extrinsic level factors are important in providing the means and conditions in which the higher level factors can be realized. The interrelation of these two dimensions, the hierarchy of needs and family-professional aspects of the role of teacher, is shown by the nine cells in Chart I. The analytical model suggests that the structural and extrinsic factors in one area may not help in reaching the goals or receiving satisfaction in another.

CHAPTER II
METHODOLOGY

The intent of this study was to collect information that would help policy makers understand what attracts individuals into teaching and what causes them to remain. The information, therefore, had to be representative of all teachers in the state and not just a select sub-population. The study used two data sources. One was data on teachers routinely collected by the Department of Educational and Cultural Services. The other was a mailed questionnaire survey carried out as part of this study.

SURVEY QUESTIONNAIRE

A survey by mailed questionnaire was selected as the primary method of collecting new data. (Copies of the instruments are provided in Appendix I.) It offered a method of gaining access to a broad cross section of teachers across the state at a reasonable cost. The literature review and discussions with the university advisory panel and representatives of the Maine Teachers Association indicated that there were a sufficient number of earlier studies upon which this questionnaire could be based and close-ended responses derived. Individual interviews would have allowed more flexibility for exploring and elaborating respondents' opinions and perceptions, but this would have entailed sacrificing the size and representativeness of the sample. The actual questionnaires were developed from a basic set of questions and then tailored to each of the three populations surveyed in the study.

SAMPLE

The Department of Educational and Cultural Services has maintained a listing of current teachers and for the past several years a listing of why teachers left the school district in which they were teaching.

Active Teacher Sample

From these lists the Department selected a random sample of 493 active teachers in the school year 1984-5. Excluding four questionnaires that were returned indicating that the individuals had left teaching, three that were not forwarded and nine who indicated that they were either full or part time administrators left a remaining sample of 477. Of this number 379 returned questionnaires. The response rate was 79%.

Former Teacher Sample

Starting in 1983, the Department has collected information on the reasons teachers have left a school system. This listing classified individuals according to thirteen reasons

for leaving teaching which included, among others, leaving to work in another school system, retired, maternity and dismissed. All but two of the categories either meant that they had not left teaching or that they left it for reasons other than dissatisfaction with the profession. This left two categories: **left for nonschool related employment** and **other**, which covered personal or unknown reasons. Over the past two years 616 individuals were classified under these latter two reasons, and they were selected for the sample. Strictly speaking they represented the total universe of former teachers. Of this number, 135 questionnaires were returned by the post office because of the lack of a forwarding address, 96 of the respondents returned questionnaires indicating that they were still active teachers, and one indicated employment by a school unit as an administrator. This left a sample of 386 of which 215 responded for a response rate of 56%.

Student Sample

The student sample was selected in several stages. Since the focus was on why students were or were not interested in pursuing teaching as a career, the population to be sampled was limited to college preparatory students. Secondly, the study required a random sample of 630 students. A simple random sample would have resulted in only a handful of students selected from each high school. The time necessary to solicit cooperation from each high school was not commensurate with the number of students that would have been selected. The study decided, therefore, first to take a random sample of 32 high school units and then to ask the schools to help select a random sample of 20 students within each of these units. (One unit only had 10 students.)

To insure that the final group of students selected were a random sample of all college oriented seniors in the state the following procedure was used. First, the number of college oriented seniors was estimated in each secondary school from departmental data on the number of students in each school and the percent, in that school, going on to higher education. Secondly, the school populations were divided into groups of 50 students. Finally, a random number of these student groups of 50 were selected in each county representing that county's proportionate share of the 32 school units. The smallest school units had only 50 or less students and had only one chance of being selected. The larger units had up to four or five groups and had several chances of being selected. As it turned out, no school unit was selected more than once.

In the second stage of the sample the selected school units were contacted. They all agreed to participate in the study and used one of two methods for selecting a random sample of 20 students. In schools which had a list of their college oriented seniors, the administration selected a random group of 20 students and distributed the questionnaires to them. The second method was to divide the 20 questionnaires among all the

college level classes in a particular subject which all or most college oriented seniors took, e.g., English, and then have the teachers randomly distribute their allotment of questionnaires to these students. Of the 630 distributed to schools, 572 questionnaires were returned for a response rate of 91%.

Response Rates

Several factors contributed to the high response rates obtained. The study made a strong effort to assure as high a rate of return as possible. Educational constituencies were actively involved in the development of the questionnaire. Their opinions of what should be included were solicited, and they were afforded an opportunity to comment on the various drafts during the preparation of the final instrument. The President of the Maine Teachers Association sent a post card to all the the active and former teachers in the sample encouraging them to complete and return the questionnaire. A follow-up questionnaire was mailed to those teachers and former teachers who did not respond to the initial questionnaire.

The sponsorship of the study by the Joint Standing Committee on Education may also have had an impact on stimulating teachers to respond. The involvement of the Committee assured the teachers that their opinions and concerns would be heard by the State Legislature.

Finally, the attention focused on education during the past year has probably heightened teachers' critical attention to their own profession. It supported also their desire and hope that their opinions would be considered in any changes intended to improve their status and their ability to accomplish the task of their profession, educating students.

SECONDARY ANALYSIS METHODS

The Department of Educational and Cultural Services collects information on a yearly basis on individuals teaching in Maine schools. The study used data from the past five years to analyze turnover rates in teaching personnel in the state. The number of teachers in their first year with a school system was used as a measure of turnover. This measure combined program expansion with a strict definition of turnover of teachers who had left the system because of retirement or other reasons.

STATISTICAL ANALYSIS METHODS

Most of the analyses were based on descriptive statistics. When statistics were used to determine whether the differences between the two teacher groups could have occurred by chance, the probability of 1 chance in 1000 or less was used. Because of the large number of questions in the survey, to have selected a lower level of significance, e.g. 1 chance in 100, would have meant that one would have expected that random

sampling error would have produced "statistically significant" differences among the groups on at least three or four questions. The size of the samples also meant that even at a 1 chance in 1,000 (p .001 level of significance), statistically significant variations between groups were often not large enough to be meaningful in categorizing the actual differences between groups.

The caution in interpreting the meaning of level of significance is worth emphasizing. Differences which are not statistically significant are likely to result from random sampling error and probably would not exist if one surveyed the total population. They should be ignored, and the two groups should be considered similar. Since the statistical significance of any difference between two groups depends both on the size of the sample used and the size of the absolute difference between the groups, even small and relatively meaningless differences can be significant if the sample size is large enough.

The descriptive statistics used throughout the report are based on the actual number responding to a particular question. The total number for each item is, therefore, less than the total numbers in each sample and varies from question to question.

CHAPTER III
WHO ARE MAINE'S TEACHERS

Background information on teachers was collected in order to describe Maine's teachers and to examine any differences between active and former teachers. Also by comparing Maine Department of Education statistics[21] with national statistics,[22] it was possible to assess how representative the study's respondents are of all teachers in Maine and of teachers nationally. The characteristics used for comparison fall into two categories -- personal factors such as age and sex (see Table 1) and professional characteristics such as grade level, subject taught and number of years taught (see Tables 2 and 3). The questions were asked of both the active and former teachers but were adjusted so that for the active teacher they referred to their current teaching position and for the former teacher to the last teaching position they held.

PERSONAL CHARACTERISTICS

The age distribution of active and former teachers are basically similar. About three quarters of both groups are distributed relatively evenly over the three 5 year age groups from 31 to 45 years. The remainder are split between those under 31 and over 45 years. There is a tendency for a greater percentage of former teachers to be in the younger age ranges but this was not a statistically significant pattern. The distribution is very similar to that for all teachers in Maine. When compared to the national statistics, however, Maine appears to have slightly more teachers in the 40 to 45 year age group and fewer over 45 years of age.

The ratio of males to females is similar in both samples and in department data on all teachers. About 40% of the teachers are male and 60% female. The national data indicate a slightly more skewed male to female ratio with 33% male and 67% female.

Over 50% of both active and former teachers have been in Maine since birth. However, there is a statistically significant difference between them. Active teachers are more likely than former teachers to have been in Maine since birth -- 69% versus 54%. Former teachers are more likely to have come to Maine to attend college or to take a teaching assignment -- 38% versus 22%.

There are no statistically significant differences between the two samples as to the educational background of their parents. There appears also to be no sizable difference between the groups in the educational backgrounds of their mothers as compared to their fathers. Fifty to 60% of the parents had high school education or less. About 20% to 30% had a baccalaureate degree or more. The remainder had some college.

TABLE 1: PERSONAL CHARACTERISTICS OF ACTIVE AND FORMER TEACHERS

Characteristics	Sample Group: Active	Former State	Former Nation	Nation
Age				
30 years or younger	13%	20%	15%	
31-35 years old	26%	30%		37%
36-40 years old	28%	26%	44%	
41-45 years old	20%	17%		35%
46 years or older	13%	8%	41%	28%
Total N	373	210		
Level of Significance		p=ns		
Sex				
Male	39%	41%	38%	33%
Female	61%	59%	62%	67%
Total N	377	210		
Level of Significance		p=ns		
Years in Maine				
Since Birth	69%	54%		
Since High School	4%	5%		
Since College	7%	15%		
Since Teaching	15%	23%		
Other	5%	3%		
Total N	370	200		
Level of Significance		p<.001		
Father's Educational Background				
Less than High School	26%	18%		
High School Completion	33%	34%		
Some College	16%	16%		
Baccalaureate Degree	14%	20%		
Master Degree or Higher	11%	13%		
Total N	374	210		
Level of Significance		p=ns		
Mother's Educational Background				
Less than High School	17%	9%		
High School Completion	42%	52%		
Some College	20%	17%		
Baccalaureate Degree	18%	18%		
Master Degree or Higher	5%	4%		
Total N	376	211		
Level of Significance		p=ns		

Finally there appears to be no real pattern as to the size of the community in which teachers grew up in, live in or would like to live in. The respondents of each sample were spread over a wide range of community sizes on all of the questions concerning community size. The distributions do not suggest that teachers would like to live in larger communities than they do. Caution should be used, however, in interpreting this

conclusion for former teachers. A considerable number of questionnaires to former teachers were returned because of the lack of a forwarding address. There was no information available on what size community these people last taught in, moved to or would prefer to live in.

PROFESSIONAL CHARACTERISTICS

The educational attainment of teachers in both samples are virtually identical and also similar to the Department of Education figures and national data (see Table 2). About one third of the groups have a masters degree or more and two thirds a baccalaureate degree. Of the latter group about half did not indicate any further degree hours, and the other half were split between those with 19 or less and those with 20 or more hours beyond their baccalaureate degree. An equal percentage of both groups, slightly over 20%, had taken courses in administration.

Eighty percent of the active and 68% of the former teachers reported that they were regular classroom teachers. Seven percent of the active and 13% of the former were special education teachers. These figures are reflective of the data for all teachers in the state where about 10% were special education teachers.

The distribution of teachers by the size of school and grade or subject area taught indicated relatively small differences between the samples. However, the differences in the grade and subject area distributions were statistically significant. For both samples there was an almost even distribution among three groupings of the size of school -- schools of 300 or less, 301 to 500 and 500 or more. Only 10% or less of either sample were in schools of 100 or less. The main difference in the distribution by grade and subject was in the percentage of elementary school teachers -- 50% for active teachers and 39% for former. Fifteen percent of the active and 21% of the former teachers were science teachers which, while somewhat troubling, is not large enough to be really meaningful for policy purposes. For the four core subject areas of history, English, math, and science, the statewide data are identical with the active teacher sample.

The final two characteristics describing the two samples are less concrete or demographic than the preceding ones (see Table 3). These are the number of hours the teachers work per month beyond the "regular school day" and their career goals in education. Teachers in both samples worked a sizable number of hours beyond the "regular school day" every month. The mean number of extra hours was 74 hours per month for active teachers and 90 hours per month for former teachers. The

TABLE 2: PROFESSIONAL CHARACTERISTICS OF ACTIVE AND FORMER TEACHERS

	ACTIVE	FORMER	STATE	NATION
Educational Background				
Baccalaureate Degree	32%	34%		
B.A. plus up to 18 hours	17%	18%		
B.A. plus 20 hours or more	17%	18%	71%	66%
Masters Degree or more	34%	29%	29%	34%
Total N	376	211		
Level of Significance		p=ns		
Courses in Educational Administration	21%	23%		
Total N	376	215		
Level of Significance		p=ns		
Position in Profession				
Regular Classroom	79%	68%	89%	
Special Education	7%	13%	11%	
Other	14%	19%		
Total N	376	215		
Level of Significance		p=ns		
Number of Students in School				
Less than 50 students	5%	1%		
51-100 students	5%	5%		
101-300 students	28%	29%		
301-500 students	34%	33%		
More than 500 students	32%	32%		
Total N	377	214		
Level of Significance		p=ns		
Primary Subject Taught				
Elementary Middle	50%	39%		
Math/Science	15%	21%	15%	
English/Languages	12%	10%	12%	
History	6%	6%	7%	
Home Ec/Industrial Arts	6%	11%		
Physical Ed/Art/Music	8%	10%		
Remedial and Special Ed.	3%	3%		
Total N	348	198		
Level of Significance		p<.001		
Years Teaching Experience				
1-5 years	12%	19%	12%	28%
6-10 years	28%	40%	27%	
11-15 years	31%	21%	28%	18%
16 years or more	30%	10%	33%	44%
Total N	374	212		
Level of Significance		p<.001		

greatest single sources of differences between the two groups was in the area of class preparation and grading where the difference was 36 hours for active teachers versus 41 hours for former teachers. This difference, however, is not statistically significant as there was a greater variation within each group than there was differences between the groups. National data indicate that teachers have on average a "required class day" of 7.3 hours and work an average of 46 hours a week on "all teaching duties." This calculates out to be 38 to 42 hours a month over the regular school day.

TABLE 3: HOURS WORKED BEYOND SCHOOL DAY AND CAREER GOALS OF ACTIVE AND FORMER TEACHERS

	ACTIVE TEACHER	FORMER TEACHER	STATISTICAL SIGNIFICANCE
Average Hours			
Classroom preparation/grading	36hr	41hr	p=ns
Paid extra-curricular	9	8	p=ns
unpaid extra-curricular	4	9	p=ns
Meetings	5	8	p<.001
Professional development	5	6	p=ns
Extra help/students	6	8	p=ns
After school detention	2	3	p<.001
Parent contact	3	5	p<.001
Other	4	5	p=ns
Total hours	74	90	p<.001
Total N		365	211
Career Goals			
Current position/grade level	59%	27%	p<.001
Similar pos./different school	59%	27%	p<.001
Different grade level	29%	46%	p<.001
Counseling position	16%	33%	p<.001
Different subject area	17%	20%	p=ns
Master teacher Position	65%	58%	p=ns
Administrative position	16%	22%	p=ns
Total N	344	97	

On the final area, career goals in education, active teachers were asked what their goals are and former teachers what their goals would be if they re-entered teaching. The clear pattern from the table is that a greater percentage of active teachers plan to remain in their current position than former teachers (59% versus 27%) while former teachers would be more likely to move to a different grade level (29% active versus 46% former) or move to a counseling position (16% active versus 33% former) if they returned to teaching. Both groups were similar in that neither were interested in moving to a different subject area or into administration (less than 22% in

each case), and a majority in both groups would be interested in becoming master teachers (65% for active and 58% for former).

SUMMARY

In summary, the two samples of teachers in this study are representative of the total number of teachers in the Department of Education's data and similar to the national distribution of teachers. The samples are also very similar to each other on the major demographic and descriptive characteristics. The areas of difference between Maine and the nation are that the national distribution seems to have a slightly higher percentage of teachers in the above 45 age group than Maine and more teachers with longer teaching experience.

The two samples of Maine teachers differ in five areas. First, there is a greater tendency for active than former teachers to have been born in Maine. Second, the active teachers have a slightly higher percentage of elementary and middle school teachers. Third, the former teachers have a tendency to have fewer years of experience. Fourth, former teachers had a slight tendency, on average, to work more hours beyond the regular school day than active teachers. Finally, there are differences in the career goals of the two samples. Former teachers are interested in a different type of position. Active teachers are planning to stay in the same type of position in which they are now.

CHAPTER IV
TEACHER RECRUITMENT

Not surprisingly, what attracts individuals into a profession is related to its particular status and role in society. The more mundane concerns of the occupation and of working conditions are, at best, only secondary factors.

ATTRACT TO TEACHING

Individuals in both the active and former teacher samples were asked to respond to a set of 15 statements describing various aspects of the teaching profession and to indicate on a 5 point scale whether the aspect strongly attracted or strongly detracted them from entering the profession. The responses are presented in Table 1.

The first important finding from the table is that there are virtually no differences between the two samples in their reasons for entering the profession. The percentage distribution of respondents along the scale were virtually identical. Former teachers do not distinguish themselves, therefore, from those who are still active in the profession by the factors which motivated them to enter teaching.

Five of the factors present themselves as attractors for a majority of the respondents in both samples. Over 90% indicated that they were attracted by the "opportunity to work with children and young people." Eighty-five percent were attracted because of their "desire to work in an educational setting." About 75% were attracted by the "opportunity to perform a socially important job." Seventy percent were attracted because they "wanted to continue to be involved in their subject field." In relation to the analytical model presented in the literature review in Chapter II, these four factors are all areas of **intrinsic satisfaction**. They also all relate to the two core aspects of the teaching profession. One is the concern with "working with children" and "being of service" or what our analytical model labeled the professional goal of **student achievement**. The other aspect concerns working in an "educational setting" and continued involvement in a "subject field", or the model's goal of **professional growth**.

The fifth factor was the "opportunity during the summers to pursue other interests and family obligations." Sixty-one percent of the former teachers and 67% of the active teachers indicated that this was an attractive element. The freedom to have summers off, or at least not to be confined to a particular work place or set of work tasks, is unique to teaching. Most other occupations have specific vacation periods and do not give their members a large block of time to pursue individual professional and personal interests or to

TABLE 1: REASONS TEACHERS ARE ATTRACTED TO TEACHING
(ACTIVE TEACHER = AT, FORMER TEACHER = FT)

		STRONGLY DETRACTED 1	2	3	4	STRONGLY ATTRACTED 5	TOTAL N	LEVEL OF SIGNIFICANCE
Opportunity to work with children or young people	AT	1%	0%	7%	24%	69%	(375)	
	FT	1%	1%	6%	30%	62%	(215)	p=ns
Desire to work in an educational setting	AT	1%	1%	13%	37%	49%	(376)	
	FT	1%	1%	13%	46%	39%	(214)	p=ns
Opportunity to perform a socially important job	AT	0%	1%	26%	35%	38%	(273)	
	FT	1%	1%	25%	31%	43%	(214)	p=ns
Wanted to continue to be involved in your subject field	AT	4%	2%	23%	33%	38%	(375)	
	FT	3%	3%	23%	36%	35%	(214)	p=ns
Opportunity during summers to pursue other interests and family obligations	AT	2%	3%	28%	28%	39%	(373)	
	FT	4%	3%	32%	19%	42%	(215)	p=ns
Opportunity to determine the moral development of the next generation	AT	3%	3%	45%	33%	16%	(374)	
	FT	1%	4%	41%	34%	21%	(214)	p=ns
Opportunity to enter a professional job with a Bachelor's degree	AT	7%	7%	40%	31%	16%	(371)	
	FT	5%	6%	45%	28%	16%	(212)	p=ns
Job security	AT	4%	5%	45%	32%	14%	(375)	
	FT	8%	9%	42%	27%	14%	(214)	p=ns
Availability of positions in the area(s) or communities you expected to live in	AT	12%	13%	42%	22%	12%	(375)	
	FT	12%	15%	42%	24%	8%	(214)	p=ns
Desire to work with sports, drama, and other extra-curricular activities	AT	15%	9%	45%	17%	14%	(371)	
	FT	15%	12%	44%	18%	11%	(214)	p=ns
Opportunity for professional advancement in education	AT	10%	7%	53%	23%	8%	(374)	
	FT	12%	11%	48%	20%	9%	(214)	p=ns
Teachers are respected members of their communities	AT	16%	16%	39%	23%	7%	(371)	
	FT	17%	15%	37%	24%	7%	(213)	p=ns
Opportunity during summers to pursue second career or other employment	AT	13%	7%	54%	12%	14%	(370)	
	FT	16%	11%	47%	13%	13%	(213)	p=ns
Fringe benefits (health, retirement) for teachers	AT	17%	23%	38%	18%	5%	(373)	
	FT	18%	17%	43%	18%	4%	(214)	p=ns
Opportunity to earn a sufficient income while looking for a better job	AT	35%	11%	47%	6%	1%	(369)	
	FT	28%	16%	50%	6%	1%	(213)	
Teachers' starting salary levels for new college graduates	AT	46%	24%	25%	4%	1%	(374)	
	FT	48%	25%	24%	2%	1%	(213)	p=ns

spend time with their families. This is a structural aspect of the profession which allows its members to pursue goals which they find intrinsically satisfying to either their professional or their personal and family interests.

At the other extreme, there are three items that a significant plurality cited as being detractors to their entering the profession. Seventy percent or more were detracted by "teacher's starting salary levels for new college graduates". About 45% were detracted by another salary item, the "opportunity to earn a sufficient income while looking for a better job." Finally, 40% of the active teachers and 35% of the former teachers were detracted by the "fringe benefits (offered) teachers." These all relate to **extrinsic factors** concerning level of compensation. Teachers' salaries are and have always been considered low when compared to the yearly earning opportunities in other professions. The perception of "fringe benefits" being a detractor by a substantial percentage of teachers is more surprising. The security of pensions and other fringe benefits have often been used to counteract the lower pay in public sector employment. This appears not to be the case for the teachers sampled.

Of the remaining eight items, three have responses divided between neutral and attractive points on the scale. These are: an "opportunity to determine the moral development of the next generation," which is an **intrinsic** part of a concern with **student achievement**; the "opportunity to enter a professional job with a Bachelor's degree," a **structural** component of the **professional growth goal**; and "job security," an **extrinsic** factor in the area of **professional growth**. The other five have responses lumped in the neutral category or spread across the whole range. Three of them relate to **personal and family goals**: on the **intrinsic level** that "teachers are respected members of their communities," on the **structural level** the "availability of positions in the area(s) or communities they expected to live in," and on the **extrinsic level** the "opportunity during the summers to pursue a second career or other employment." The other two relate to the goal of **professional growth**: on the **intrinsic level** reward of "working with sports and drama" and the **structural aspect** of the "opportunity for professional advancement in education." Responses to these questions indicate that these factors are not extremely influential in attracting or detracting teachers to the profession.

CHOICE OF SCHOOL UNIT

The second factor in recruitment is why a teacher took a position in a particular school. To explore this decision the active teacher sample was asked to rate 15 factors as either a major, minor or not a reason for them in coming to a their present school district (see Table 2). Only one of the 15

TABLE 2: ACTIVE TEACHERS' REASONS FOR LOCATING AT THEIR PRESENT SCHOOL DISTRICT.

	NOT A REASON	MINOR REASON	MAJOR REASON	TOTAL
Offered an attractive and challenging teaching assignment	21%	25%	54%	371
Liked the local geographic characteristics of the area	25%	32%	43%	370
I did not really know much about this district but there was a position open and I was hired	44%	18%	38%	356
It was close to my (or my spouse's) family	44%	20%	36%	370
Staff in building appeared to work together in creative and supportive ways	47%	24%	30%	361
School district's reputation for educational excellence.	41%	30%	29%	366
Desirable payscale	47%	35%	18%	366
Provided enough resources to do the job right	45%	36%	19%	365
Desirable fringe benefits	51%	35%	13%	366
Enjoyed the leisure time activities available in the area	52%	31%	17%	362
Local administrative support for education	53%	26%	21%	367
Community and voter support for quality education	65%	24%	12%	360
Small class size	66%	23%	11%	364
Team-oriented teaching climate	72%	16%	11%	362
Spouse was transferred into the area	84%	1%	15%	361

factors was considered a major reason by 50% or more of the respondents. This factor was a **professional goal**, the position "offered an attractive and challenging teaching assignment." The next three factors cited by 35% to 45% of the sample were related to **family goals**: the **structural level** factors of the "geographic characteristics of the area," "there was a position open," and "it was close to my family."

At the other end of the spectrum, 50% of the active teachers reported that 7 items were not a factor in their coming to the district. Three had to do with **family goals**: their "spouse was transferred into the area," "leisure time activities available" or "fringe benefits." Four were concerned with **structural level factors** of the **profession**: "team oriented teaching," "small class size," "community support for education" and "administrative support for education." Although possibly cited as important to the teachers' work satisfaction, these factors were not related to the reasons teachers in the sample chose their teaching districts.

Responses to the remaining four factors were split between "not a reason" and "minor reason" for coming to the district. Three of these were **structural factors** of the **profession**: "staff working together in supportive ways," "enough resources" and the "district's reputation." The final item was the **extrinsic factor** of "desirable pay scale."

SUMMARY

In summary, the attractors to the profession appear to be the **intrinsic factors** central to the unique nature of teaching as an occupation. On the one hand, there is an interest in learning, subject area and professional growth of the teacher. On the other, there is a concern with having a socially important job, working with children, or student progress. The detractors are the **extrinsic economic rewards**. In the middle lie a range of items which relate to **structural factors** in the area of **professional** or **personal and family goals**.

The factor which attracted teachers to a particular school unit was primarily the **professional** challenge of "an attractive and challenging teaching assignment." This was followed by three **family area goals**. School systems did not use the appeal of **structural aspects** of the work situation to attract teachers to their particular school.

CHAPTER V
LEVELS AND SOURCES OF SATISFACTION AND DISSATISFACTION WITH THE TEACHING PROFESSION

As presented in the preceding chapter, active and former teachers were attracted into teaching by the same factors. As indicated in Tables 4 through 6 below, there is also a strong commonality as to what the two groups consider important sources of satisfaction. Of the 38 items in the table, the percentage in each group who considered a particular item important were virtually identical. The only exception was "job satisfaction" and even there over 70% in both groups indicated it was important. The difference between the two groups lies in the degree to which they were satisfied with their experiences as teachers.

OVERALL LEVEL OF SATISFACTION

As indicated in Table 1 the majority of active teachers are satisfied with teaching as a profession. On both questions regarding their level of satisfaction 5 years ago and their level of satisfaction currently, over 50% indicated they were satisfied and less than 25% indicated that they were dissatisfied. In response to the question of how satisfed they

TABLE 1: ACTIVE AND FORMER TEACHERS' GENERAL LEVEL OF SATISFACTION WITH TEACHING AS A PROFESSION

	LEVEL OF SATISFACTION					
	VERY DISSATISFIED				VERY SATISFIED	TOTAL
	1	2	3	4	5	N
ACTIVE TEACHERS						
5 YEARS AGO	8%	16%	22%	29%	25%	373
CURRENTLY	8%	15%	17%	42%	18%	377
FORMER TEACHERS						
LEFT TEACHING	38%	26%	13%	13%	11%	208

were when they left the profession, the former teachers indicated a diametrically opposite trend. Sixty-four percent reported dissatisfaction and only 25% indicated that they were satisfied. It is, perhaps, not unexpected that a majority of the former sample would be dissatisfied with teaching since they had chosen to leave. The question that remains is to find out whether this was a general dissatisfaction with all aspects of the profession or with particular areas.

A second question asked of both the active and former teacher samples was their level of satisfaction in 5 different areas: "standard of living," "leisure time," "role in the community," "sense of personal worth" and "sense of professional worth" (see Table 2). The two groups were not different in their level of satisfaction with the first area, their "standard of living." Both samples were either predominately dissatisfied or cited it as a neutral factor. Only a minority in either group reported it to be a source of satisfaction.

The two groups displayed the greatest difference in satisfaction in the area of their "sense of professional worth." Sixty-seven percent of the active teachers were satisfied with this area compared to only 41% of the former sample. The percent of the two samples who were dissatisfied with the factor were 18% and 44% respectively. The next area of greatest difference in satisfaction was in their "sense of personal worth." Seventy-four percent of the active teachers were satisfied and 12% dissatisfied compared to 54% satisfied and 32% dissatisfied for former teachers. In the other two areas, "leisure time and role in the community," former teachers were also less satisfied than active teachers. However, neither group seemed to be predominantly one way or the other but rather distributed over the scale.

TABLE 2: ACTIVE AND FORMER TEACHERS LEVEL OF SATISFACTION WITH AREAS OF LIFESTYLE AS A TEACHER (ACTIVE TEACHERS = AT, FORMER TEACHER = FT)

			VERY DISSATISFIED 1	2	3	VERY SATISFIED 4	5	TOTAL N	LEVEL OF SIG.
A.	STANDARD OF LIVING	AT	11%	27%	31%	26%	5%	376	
		FT	18%	29%	35%	14%	3%	211	p=ns
B.	LEISURE TIME	AT	8%	19%	23%	35%	14%	377	
		FT	21%	19%	18%	29%	14%	213	p<.001
C.	ROLE IN THE COMMUNITY	AT	3%	10%	47%	30%	10%	376	
		FT	9%	19%	43%	24%	6%	213	p<.001
D.	SENSE OF PERSONAL WORTH	AT	3%	9%	14%	44%	30%	377	
		FT	11%	21%	14%	31%	23%	213	p<.001
E.	SENSE OF PROFESSIONAL WORTH	AT	6%	12%	15%	41%	26%	377	
		FT	18%	26%	16%	25%	16%	213	p<.001

Former teachers were asked an additional set of questions as to whether their quality of life had improved in these 5 areas since they had left teaching (see Table 3). A majority in each case indicated that their level of satisfaction had increased. This was particularly true in the area of "personal worth" where 73% indicated an increase, followed by sense of "professional worth," "standard of living" and "leisure time" in which approximately 60% indicated an increase in sense of satisfaction in each area.

TABLE 3: FORMER TEACHERS' LEVEL OF SATISFACTION WITH AREAS LIFESTYLE SINCE THEY LEFT TEACHING

	LEVEL OF SATISFACTION: DECREASED 1	2	3	4	INCREASED 5	TOTAL N
A. STANDARD OF LIVING	4%	7%	27%	35%	26%	212
B. LEISURE TIME	8%	13%	21%	31%	28%	214
C. ROLE IN THE COMMUNITY	2%	9%	40%	29%	21%	212
D. SENSE OF PERSONAL WORTH	1%	5%	22%	37%	36%	214
E. SENSE OF PROFESSIONAL WORTH	2%	11%	24%	27%	36%	213

IMPORTANT SOURCES OF SATISFACTION

Over 80% of the respondents in both samples rated 23 of the 38 items in Table 4 as important sources of satisfaction. These items ranged over the three dimensions -- **family and personal goals, professional growth and autonomy goals, and student achievement goals** -- and over the three levels of satisfaction -- **intrinsic, structural** and **extrinsic** -- in the analytical model. A second group containing 11 items (see Table 5) were cited by 50% to 80% of both samples as being considered important. The items were generally **structural factors** in our model related to the area of **profesional goals**. Two others were **intrinsic factors** related to **family goals**.

A minority of the respondents (40% or less in each sample) rated 4 items as not important sources of satisfaction (see Table 6). Three of these concerned the intrinsic level of satisfaction in the area of family goals. Another was the opportunity to "pursue a second career in the summer." The last was "to work with sports or drama." By its very nature, this

latter element appealed to only a minority. The lack of importance attached to having the time to pursue a second career in the summer is important because it indicates clearly that having long summer vacations is important for dealing with family and personal goals (see Table 5).

DETAILED AREAS OF SATISFACTION

The general pattern of responses to the 23 items which both the active and former teacher samples cited as important sources of satisfaction or dissatisfaction was for a greater percentage of active teachers than former teachers to place them on the satisfaction end of the scale. On 17 of the items the differences were statistically significant. As discussed below, however, the differences were large enough to highlight in only a handful of cases.

The two factors that had the greatest percentage of active and former teachers citing them as a source of satisfaction (over 90% of the active teachers and over 75% of the former teachers) were the "opportunity to work with children and young people" and "helping students develop their talents and skills." These are both central elements which give teaching its unique character. They are also both intrinsic satisfiers in the student progress dimension of the model. The third item, found to be a source of satisfaction by 80% of the active teachers and 72% of the former teachers, is the "opportunity to have summers off to pursue other interests and family obligations." This item is a significant aspect of the family goal dimension and is also another aspect which contributes to the uniqueness of teaching as an occupation.

The next two most frequently cited sources of satisfaction for the active teacher sample were represented in the area of **professional growth** in the model. One source is on the **structural level** and concerns the "flexibility in deciding how to run your classroom." The other is more on the **intrinsic level** of satisfaction and concerns the "freedom to grow intellectually." Both responses reflected 80% of the active teachers finding them to be a source of satisfaction, and under 10%, a source of dissatisfaction. On the other hand, 25% of the former teachers reported each as a source of dissatisfaction. Sixty-three percent indicated that they found the "flexibility to run a classroom" satisfying, 17% fewer than active teachers. Only 53% found the "freedom to grow intellectually" a source of satisfaction, 24% less than active teachers. Particularly on this latter item, the difference between active and former teacher appears to be large enough to be considered an element in explaining the difference in satisfaction levels between the two samples.

TABLE 4: AREAS OF MAJOR IMPORTANCE TO THE SATISFACTION OR DISSATISFACTION OF TEACHERS
(ACTIVE TEACHER = AT, FORMER TEACHER = FT)

		IMPORTANT:			LEVEL OF SATISFACTION:						
		PERCENT YES	TOTAL N	LEVEL SIGN.	VERY DISSAT 1	2	3	4	VERY SATIF 5	TOTAL N	LEVEL SIGN.
Opportunity to work with children or young people	AT	98%	(366)		0%	0%	7%	30%	62%	(370)	
	FT	95%	(210)	p=ns	3%	10%	10%	29%	48%	(204)	p<.001
Helping your students develop their talents and skills	AT	100%	(367)		1%	1%	7%	31%	61%	(376)	
	FT	99%	(209)	p=ns	7%	7%	12%	29%	46%	(211)	p<.001
Opportunity to have summers off to pursue other interests or family obligations	AT	84%	(365)		1%	1%	18%	28%	52%	(322)	
	FT	78%	(209)	p=ns	2%	3%	23%	23%	49%	(179)	p=ns
Flexibility in deciding how to run your classroom	AT	99%	(365)		1%	7%	13%	33%	47%	(374)	
	FT	96%	(210)	p=ns	14%	11%	12%	32%	31%	(204)	p<.001
Freedom to grow intellectually	AT	95%	(366)		2%	5%	15%	40%	37%	(356)	
	FT	93%	(209)	p=ns	13%	13%	22%	28%	25%	(198)	p<.001
Student behavior in your classes	AT	96%	(365)		3%	9%	19%	40%	29%	(363)	
	FT	98%	(211)	p=ns	18%	11%	16%	31%	24%	(207)	p<.001
Opportunity to perform a socially important job	AT	87%	(366)		2%	3%	25%	38%	31%	(331)	
	FT	84%	(209)	p=ns	6%	12%	20%	36%	26%	(179)	p<.001
Rapport among those who work in the school	AT	95%	(209)		3%	9%	20%	37%	32%	(356)	
	FT	96%	(575)	p=ns	11%	13%	21%	31%	24%	(205)	p<.001
Job Security	AT	85%	(361)		4%	7%	24%	45%	20%	(325)	
	FT	73%	(210)	p=.001	17%	6%	34%	18%	25%	(166)	p<.001
The collegial support you receive from other teachers in the school	AT	89%	(365)		5%	11%	22%	40%	22%	(340)	
	FT	90%	(209)	p=ns	10%	17%	25%	28%	21%	(193)	p=ns
Number of students in your class or size of your teaching load	AT	89%	(365)		12%	15%	20%	27%	27%	(343)	
	FT	95%	(211)	p=ns	23%	21%	21%	24%	11%	(203)	p<.001
Opportunity to participate in curriculum and program development	AT	85%	(364)		7%	10%	30%	37%	16%	(326)	
	FT	84%	(210)	p=ns	14%	21%	26%	28%	11%	(184)	p<.001

TABLE 4: CONTINUED

		IMPORTANT: PERCENT YES	TOTAL N	LEVEL SIGN.	LEVEL OF SATISFACTION: VERY DISSAT 1	2	3	4	VERY SATIF 5	TOTAL N	LEVEL SIGN.
Opportunity to discuss educational issues and problems with other teachers and administrators in your school	AT	90%	(364)		8%	13%	26%	32%	21%	(343)	
	FT	87%	(210)	p=ns	15%	19%	28%	25%	13%	(193)	p=ns
The parents support for your decisions	AT	94%	(364)		5%	13%	31%	35%	16%	(353)	
	FT	94%	(209)	p=ns	17%	18%	16%	31%	17%	(201)	p<.001
Fringe benefits (health retirement) offered teachers	AT	87%	(364)		10%	19%	32%	24%	15%	(336)	
	FT	86%	(211)	p=ns	13%	16%	33%	29%	9%	(186)	p=ns
The practical support you receive from your principal	AT	95%	(363)		10%	9%	19%	34%	28%	(355)	
	FT	96%	(209)	p=ns	32%	22%	16%	13%	18%	(206)	p<.001
Availability and quality of continuing education opportunities for teachers	AT	82%	(363)		12%	14%	26%	33%	15%	(320)	
	FT	80%	(209)	p=ns	20%	23%	26%	21%	10%	(179)	p=ns
Quality of administrative evaluations of your performance for the purpose of contract renewal	AT	81%	(363)		14%	14%	26%	25%	21	(323)	
	FT	82%	(210)	p=ns	30%	16%	24%	15%	14%	(182)	p<.001
Professional feedback available to you on performance evaluations	AT	83%	(362)		13%	15%	29%	24%	19%	(324)	
	FT	89%	(210)	p=ns	32%	15%	23%	18%	11%	(193)	p<.001
Procedures used to handle student misbehavior in your school	AT	93%	(365)		9%	14%	22%	35%	21%	(354)	
	FT	95%	(211)	p=ns	30%	19%	19%	20%	12%	(204)	p<.001
The opportunity to participate in the decision-making process in your school	AT	88%	(363)		14%	17%	29%	27%	13%	(336)	
	FT	92%	(209)	p=ns	25%	26%	21%	18%	10%	(197)	p<.001
School board and voter support for quality education	AT	88%	(361)		20%	22%	24%	23%	10%	(336)	
	FT	95%	(208)	p=ns	31%	28%	23%	13%	5%	(202)	p<.001
Earning opportunities in teachers' salary schedules	AT	81%	(359)		35%	27%	19%	14%	6%	(319)	
	FT	85%	(210)	p=ns	49%	28%	16%	5%	3%	(187)	p=ns

TABLE 5: AREAS OF MODERATE IMPORTANCE TO THE SATISFACTION OR DISSATISFACTION OF TEACHERS
(ACTIVE TEACHER = AT, FORMER TEACHER = FT)

		IMPORTANT: PERCENT YES	TOTAL N	LEVEL SIGN.	LEVEL OF SATISFACTION: VERY DISSAT 1	2	3	4	VERY SATIF 5	TOTAL N	LEVEL SIGN.
Continuing education requirements for recertification	AT	78%	(361)		12%	15%	42%	24%	7%	(295)	
	FT	69%	(210)	p=ns	14%	18%	44%	20%	4%	(155)	p=ns
Opportunity to determine the moral development of the next generation	AT	71%	(362)		4%	5%	39%	34%	18%	(280)	
	FT	72%	(207)	p=ns	6%	14%	34%	30%	16%	(169)	p=ns
The support you receive from teachers' organizations	AT	77%	(363)		12%	8%	37%	31%	13%	(297)	
	FT	72%	(206)	p=ns	20%	14%	37%	21%	9%	(159)	p=ns
Teachers are visible members of the community	AT	54%	(361)		11%	12%	43%	30%	5%	(227)	
	FT	54%	(206)	p=ns	15%	18%	42%	16%	10%	(134)	p=ns
The amount of help available to you from teachers' aides and other support staff	AT	67%	(365)		26%	19%	23%	21%	12%	(270)	
	FT	72%	(209)	p=ns	41%	22%	17%	14%	6%	(165)	p=ns
Teachers are respected members of the community	AT	69%	(363)		18%	19%	35%	21%	7%	(277)	
	FT	63%	(207)	p=ns	25%	23%	27%	18%	9%	(151)	p=ns
The time spent supervising students outside of class	AT	65%	(362)		26%	25%	25%	17%	6%	(265)	
	FT	61%	(204)	p=ns	28%	25%	34%	8%	4%	(146)	p=ns
The time spent on school work after hours	AT	76%	(361)		21%	29%	30%	14%	6%	(302)	
	FT	79%	(208)	p=ns	27%	32%	26%	11%	5%	(176)	p=ns
Low levels of stress	AT	63%	(357)		39%	28%	19%	8%	6%	(267)	
	FT	66%	(207)	p=ns	56%	23%	12%	7%	2%	(156)	p=ns
Federal and state rules and regulations	AT	61%	(360)		20%	22%	47%	8%	4%	(253)	
	FT	58%	(208)	p=ns	16%	21%	51%	8%	4%	(140)	p=ns
The time spent on clerical and record-keeping duties	AT	65%	(361)		44%	28%	18%	7%	3%	(278)	
	FT	71%	(208)	p=ns	44%	30%	21%	4%	1%	(165)	p=ns

TABLE 6: AREAS OF LESS IMPORTANCE TO THE SATISFACTION OR DISSATISFACTION OF TEACHERS
(ACTIVE TEACHER = AT, FORMER TEACHER = FT)

		IMPORTANT: PERCENT YES	TOTAL N	LEVEL SIGN.	LEVEL OF SATISFACTION: VERY DISSAT 1	2	3	4	VERY SATIF 5	TOTAL N	LEVEL SIGN.
Opportunity to pursue second career or other employment during the summer vacation	AT	40%	(362)		5%	6%	33%	34%	23%	(179)	
	FT	34%	(206)	p=ns	4%	4%	45%	20%	26%	(91)	p=ns
Opportunity to work with sports, drama and other extra-curricular activities	AT	39%	(364)		5%	7%	38%	26%	24%	(188)	
	FT	35%	(209)	p=ns	8%	5%	36%	26%	24%	(107)	p=ns
Acceptance and participation in community organizations	AT	40%	(203)		4%	8%	54%	28%	6%	(185)	
	FT	38%	(566)	p=ns	13%	8%	48%	24%	8%	(107)	p=ns
Teachers' families are visible members of the community	AT	28%	(359)		14%	13%	50%	19%	3%	(155)	
	FT	29%	(206)	p=ns	20%	14%	53%	9%	4%	(92)	p=ns

On the other end of the spectrum, 77% of the former teachers and 62% of the active teachers considered the "earning opportunities in teachers' salary schedules" a source of dissatisfaction. This general opinion parallels the citation by both groups, of beginning salaries as a detractive element of the profession when they made their decision to enter.

Five items were cited by over 45% of the former teacher samples to be sources of dissatisfaction while less than 33% found them to be sources of satisfaction. These items were "school board and voter support for quality education," "the practical support you receive from your principal," "the opportunity to participate in the decision-making process in your school," "procedures used to handle student misbehavior in your school" and "professional feedback available to you on performance evaluations." Active teachers were more likely to cite these elements as a source of satisfaction and less likely to consider them a source of dissatisfaction. On two of the items, "practical support from principal" and "procedures for student misbehavior," 55% of the active teachers found them to be a source of satisfaction and less than 25% found them sources of dissatisfaction.

The largest difference between the two groups was how they perceived "the practical support they received from their principal." Over 30% fewer active teachers considered this a source of dissatisfaction, and over 30% more of the active teachers considered this a source of satisfaction than the former teachers. The two groups also differed considerably on their perception of the "procedures used to handle student misbehavior in your school." Twenty-five percent fewer active teachers rated it a source of dissatisfaction and 25% more rated it as source of satisfaction than the former teachers. Regarding "the opportunity to participate in decision-making" and "professional feedback on performance evaluations," 20% fewer active teachers considered these to be sources of dissatisfaction than did former teachers.

The final item in this group of most important sources of dissatisfaction to former teachers is "school board and voter support for quality education." This was a source of dissatisfaction for 59% of the former teacher sample. Forty-two percent of the active teachers were also dissatisfied. This indicates a major problem but not an explanation of the differences between the two groups.

All five of the above items relate to structural level sources of satisfaction in the area of professional goals. One is clearly a professional growth and autonomy goal -- "participate in decision-making." The other four are not specific and could be items which aid the goals of professional growth or student achievement.

The summary themes to describe the responses to these standard questions are three-fold. First, both active and former teachers cite the teaching profession's mission to educate and nurture young people (**intrinsic level professional goals**) as a source of satisfaction. It is what attracts individuals to teaching and sustains them while they are there. The "opportunity to have summers off" is the only **family goal** which is cited as important and a source of satisfaction to a substantial majority of both samples. Finally, the major differences between active and former teachers appear to be in what the analytical model is classified as **structural level** supports for **professional goals**. Also, they seem related more to the goal of **professional growth and autonomy** than they do to **student achievement**.

RE-ENTER TEACHING AND CHANGES TO IMPROVE OR ATTRACT BACK

The respondents in both samples were also asked whether they would re-enter teaching "if they could go back and start over." As indicated in Table 7, there is a clear difference of opinion between active and former teachers. Sixty-five percent of the active teachers responded that they would re-enter teaching compared to 44% of the former teachers. What is perhaps the most surprising finding of the table is that such a large percentage of the active teachers, 35%, would not re-enter teaching while 44% of the former would.

TABLE 7. PERCENT OF ACTIVE AND FORMER TEACHERS WHO WOULD RE-ENTER TEACHING IF THEY COULD START OVER

	RE-ENTER TEACHING YES	NO	TOTAL N
ACTIVE TEACHERS	65%	35%	(353)
FORMER TEACHERS	44%	56%	(196)

Examining the open ended responses given to explain their positions, revealed two clear trends. Those who indicated they would not enter teaching again mentioned dissatisfaction with administrative support and policies and school resources. Those who said they would re-enter teaching focused once again on the major **intrinsic level** attractors and sources of satisfaction in the **profession**: that "teaching was important," that they "saw themselves as teachers," and that teaching allowed them to "accomplish something worthwhile." This division was the same for active and former teachers.

The responses of those who would not enter teaching included:

> Too much responsibiliity for too little pay and (I) am not recognized for what I do.
> (I) strongly feel teachers are underpaid, are not recognized professionally, (and I have) no incentives to grow.
> (I) think I could have done more for my family if I had worked for more money.
> With a good administration and better pay, teaching would be great.
> Frustration with changing administration and philosophies, lack of money and status.
> Too much work -- teach, evaluate, contact parents, paperwork, PET's -- in a regular school day.

Those who would re-enter teaching were more likely to make comments like:

> Enjoy teaching and love working with and getting to know all the students.
> Love being with young people (and being) able to provide them with life-skills. (I) am indeed fortunate.
> Despite the stress, overload and annoyances, I still leave my job smiling most days. So I stay.
> Despite low salaries, I have enjoyed teaching. I find it very rewarding and challenging.
> There is no other career in which you can work with children daily, giving and receiving, creating, etc.
> Teaching young people to become contributing members of society, I still love teaching.
> It is a worthwhile occupation and I feel good about it, but you can't buy food and clothing on the earnings.
> Too much work/too little commendation. Many good teachers -- not enough good administrators.
> Too many people making decisions for me -- federal, state, local boards; lack of respect.
> In theory I know that teachers are important, but I feel helpless/discouraged to effect students.
> I would choose a profession that provides more growth professionally.
> (I am) not very optimistic about the ability of school systems to weed-out poor teachers/administrators.
> Great pleasure working with children, subject area is exciting, and summers and weekends off.
> I have always loved "school" and everything about it.
> There is satisfaction in seeing a child finally break the reading code.
> Teaching is my life. I knew it when I was 10 and I am nearly 50. (I) like helping students.

But not in the system I was in. Enjoyed teachers and students, especially students who wanted to learn. I enjoy the ideal of teaching but would be more selective in the type of administration I worked for.

Open ended questions were also asked in terms of what active teachers felt could be changed to improve the profession and what former teachers felt might attract them back if they were changed. Of the 357 active teachers and 177 former teachers, responding to the question the **extrinsic level rewards** of "salary" or "benefits" were the item most often mentioned (53% active and 72% former) as one the the three areas they would most like improved. Some examples of the comments are:

Higher pay.
Better salaries.
Salary.
Money.
Method of determining payment.
Pecuniary rewards.
Better salaries and better opportunities for professional growth.
Consistent statewide or nationwide salaires.
Higher salary -- I would like reasonable compensation for my work.
Money -- increase in pay.
Raise salaries considerably.
Keep a log of homework and be compensated for that work.

The next two most frequently cited concerns voiced by active teachers were "class size" and "resources and nonteaching duties" respectively. These **structural factors** affecting the attainment of **professional goals** did not have quite as high a priority among former teachers. The responses here indicated a trend by the following:

Class size and case load.
Less "paperwork" for the office.
Class size -- feel strongly that class size is the key to solving most of the problems in public school.
Less administration interaction -- paperwork, legal obligations, meetings, committees.
Weekly workload reduced, even if the school year has to be extended.
More planning time.
Reduced class load.
Amount of time spent on meaningless administrivia, paperwork.
Reduction in clerical duties.
Class size would have to be smaller.
Class size and work load, hours.
Less paperwork; dreary inservice workshops; overload of educational jargon; labeling language.

Finally three other areas were mentioned by at least 20% of the former teachers. These fell into the general areas of "community support" and "professional autonomy and responsibility." Former teachers had a greater tendency to mention them than active. Examples of these responses are:

More teacher input in school matters.
Would have to be administrative accountability.
Respect for teachers as professionals and not slaves.
Community attitudes and support.
A revolutionary overhaul of the public schools.
More freedom to teach what I want.
Better administrators.
Teacher control of the administration.
Screen out those "tenured" people who are wastes.
Classroom discipline would have to be be less of a problem.
A program for teacher acceptance as professionals.
Compatibility with principal.
Strong educational leaders in administration.
Administration doing a better job handling discipline.
More participation in decision making in school districts.
Low public opinion of teachers and schools.
Increased input from field professionals prior to Education Department and Legislative decisions.
Have my opinion as to what works in my classroom recognized.
Respect and support of community because we are professionals.
A principal who had classroom experience.
Be left alone to teach.
Operate the decision making process by consensus of teachers on a team.
Cut down on stupid workshops.
Better administrative/teacher relationship -- more support, more respect.
School board arrogance and ineptitude is the most negative aspect of teaching.
Need a warm school to sit in on weekends.

SUMMARY

Active and former teachers generally agreed on what the important sources of satisfaction or dissatisfaction are in teaching. These included the central factors which define the character of education as an occupation -- "working with young people," "teaching," "performing a socially important job" and "having the summers off." The first three were **intrinsic level** sources of satisfaction within the area of **professional goals**. The last element, "having summers off," related to **personal and family goals** and was more of a **structural level** factor, a condition which allowed the time to pursue other interests and family obligations. A second set of

structural factors were descriptive of the working conditions of teachers, especially their relationship with the school administration and the availability of resources. Finally, there was a group relating to extrinsic level, salary and other economic rewards.

The two samples of teachers differed, however, in how great a source of satisfaction or dissatisfaction they derived from each aspect. Active teachers were generally more satisfied than former teachers on most of the items. This difference was not particularly meaningful in relationship to the central intrinsic level factors which define the profession. The large majority of respondents in both groups indicated they found them to be a source of satisfaction. There was also little variation in their assessment of the extrinsic economic rewards of the occupation. Respondents in both samples indicated that they found them a source of dissatisfaction. More former than active teachers, however, did mention salary and benefits as factors that needed to be changed to attract them back into teaching.

The major difference between the two samples occur in the area of working conditions -- specifically structural level elements within the area of professional growth and autonomy. Both the active and former teachers are interested in being professionals with a degree of autonomy in structuring their work, expanding their professional knowledge, being part of educational planning, and having a supportive relationship with their school administration. Former teachers, however, were less likely to indicate that they derived satisfaction from these areas than active teachers.

CHAPTER VI
TEACHER TURNOVER RATES

This analysis concerns teacher turnover as measured by the number of teachers who are in their first year with a school administration unit (i.e., new to that unit). This includes teachers filling both vacancies and newly created positions. These teachers are further analyzed by years of teaching experience and by subject area. Those teachers with zero years experience represent new recruits to teaching. Those with one or more years experience represent the shift between school units.

DATABASE:

The data use in this report is from the Staff Information System as compiled by the Maine Department of Educational and Cultural Services which provides information concerning educational staff in elementary and secondary schools in the state.

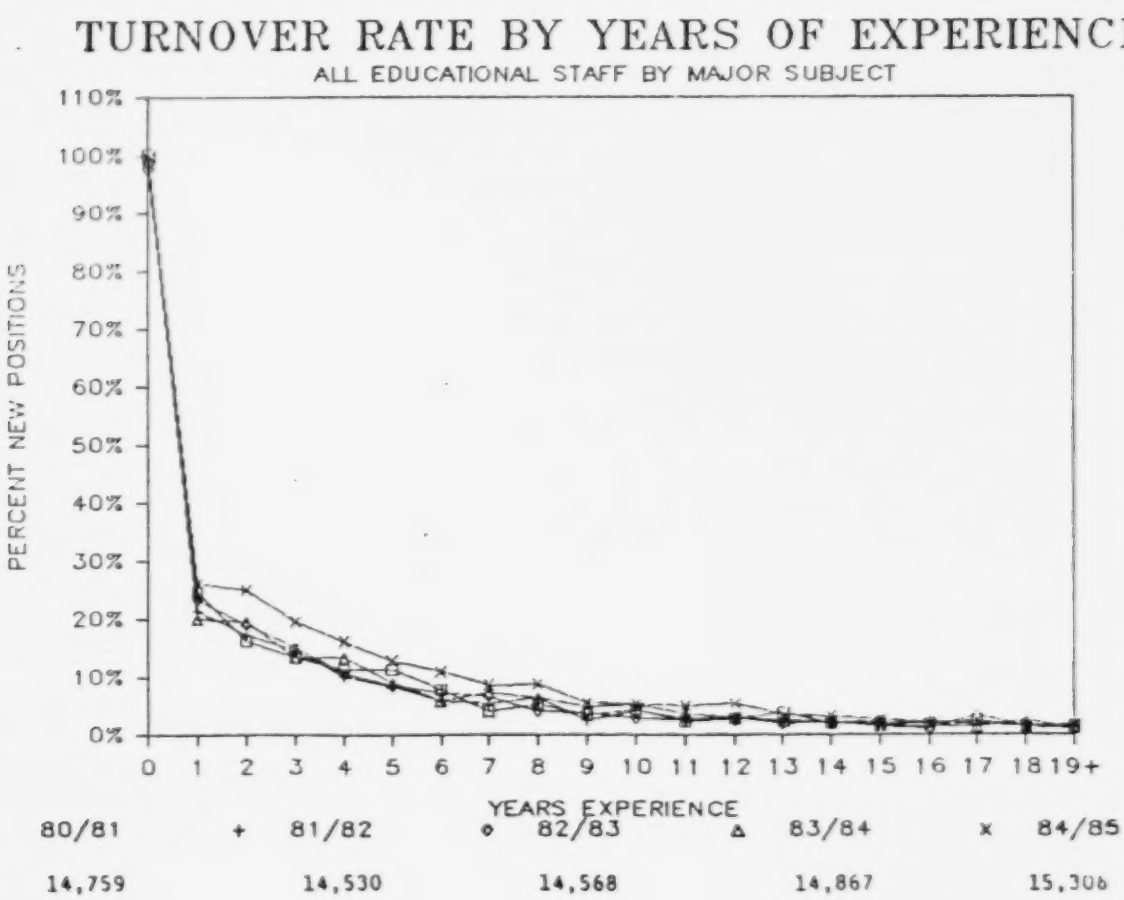
All public school staff are listed only once by their major subject area. Minor subject areas are not included in this analysis. Data is analyzed for five school years from 1980/81 to 1984/85 school years.

Subject Areas

Agriculture	AG
Art	AR
Business/Office Occ	BU
Driver Ed	DE
Safety & Driver Ed	DR
English	EL
Foreign Language	FL
General Elem/Sec	GE
Handicap Sp Ed	HA
Health Occ	HO
Health & Phys Ed	HS
Homemaking	HM
Home Economics	HE
Industrial Arts	IA
Math	MA
Music	MU
Natural Science	NS
Social Science	SS
Trades & Industry	TI
Sp Vocational Programs	VP
Reading Supervisor	RS
Resource Room Sp Ed	RR

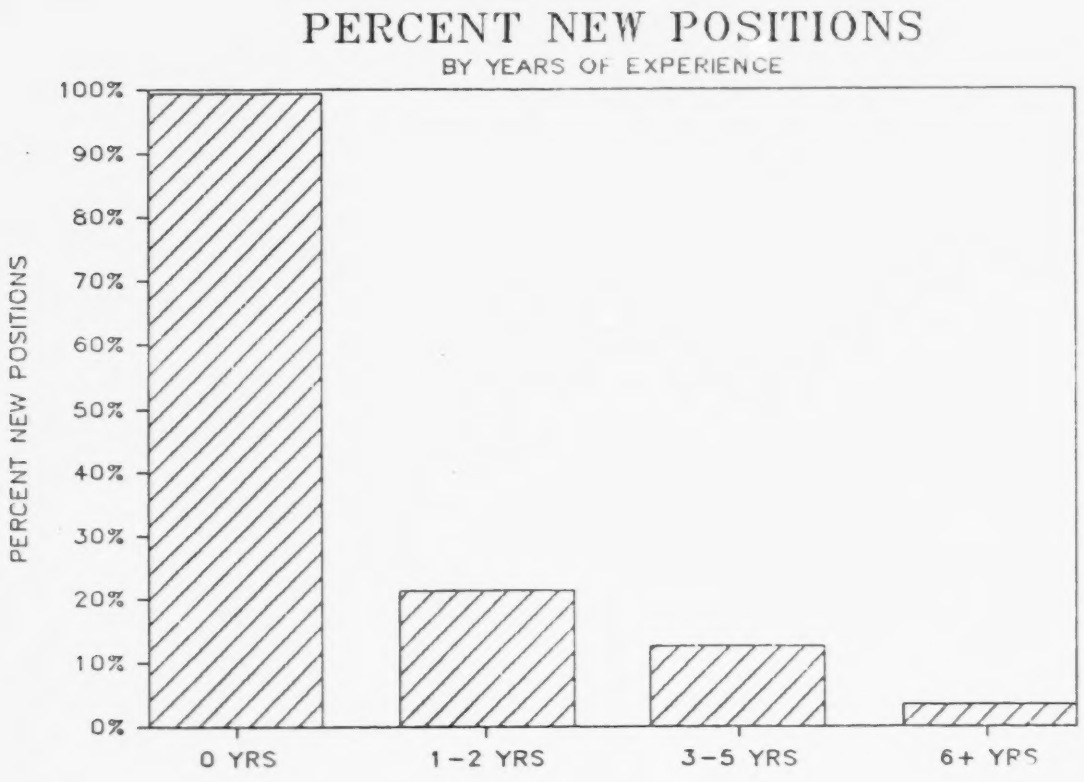
PERCENT TURNOVER BY YEARS OF EXPERIENCE:

As shown below, turnover rate (as defined by the percent of teachers in their first year in a school unit) declines as their number of years in teaching increases. By definition, 100% of teachers with zero years experience are in their first year with their present school unit. This drops to 20-25% of teachers with one year of experience, 10% of teachers with six to eight years of experience and under 5% of teachers with ten or more years of experience. For the remainder of this analysis teachers are divided into four groups: those with 0, 1-2, 3-5 and more than 6 years of experience. The total number of teachers as averaged over the five years is 14,806.



PERCENT TURNOVER BY YEARS OF EXPERIENCE
(Average Figures)

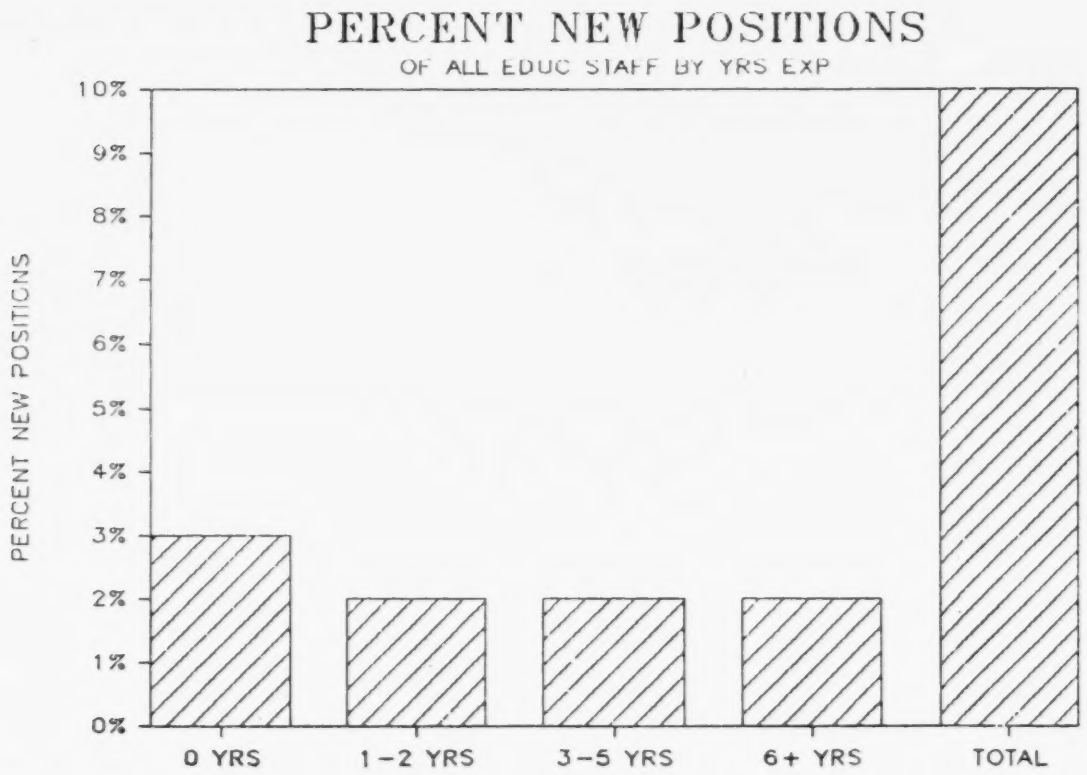
This graph provides an illustration of the stability of teachers within the Maine system who have taught for more than six years. As shown below, 21% of teachers with 1-2 years of experience and 13% of teachers with 3-5 years of experience move to new positions while only 3.5% of teachers with more than 6 years of experience move to new positions. The total number of teachers moving to new positions as averaged over the five years is 1,431.



AVERAGE # NEW POSITIONS	521	267	274	365
TOTAL # OF POSITIONS	521	1,271	2,108	10,429

TURNOVER BY YEARS OF EXPERIENCE

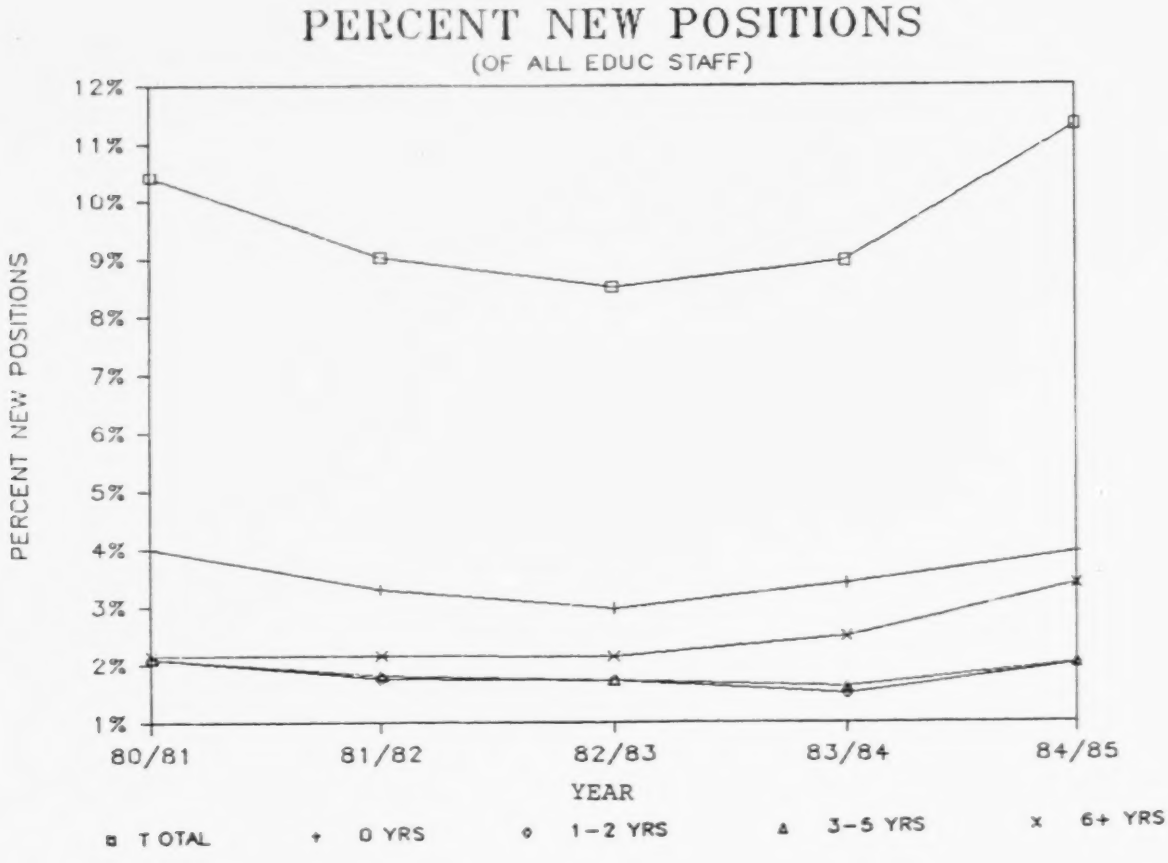
The average turnover rate for all teachers in Maine's elementary and secondary educational systems for the past five years (1980/81-1984/85) has been 10%. Only 3% of all positions (or an average of 521 out of 14,806) are being filled by individuals with no previous teaching experience. This represents the recruitment of new individuals into teaching to fill either newly created positions or positions that have been vacated. The remaining 7% turnover of teaching positions is being filled in equal proportion by teachers having 1-2 years of experience, 3-5 years of experience and more than 6 years of experience.



	0 YRS	1-2 YRS	3-5 YRS	6+ YRS	TOTAL
AVERAGE # NEW POSITIONS	521	267	274	365	1,431
[illegible] POSITIONS	521	1,271	2,108	10,429	14,806

TREND IN TURNOVER FROM 1980/81 TO 1984/85

As shown below, there is no clear indication of a trend towards either an increasing or decreasing rate of teacher turnover for the past five years. There was a slight decrease (1%) from 1980/81-1982/83 and a slightly larger corresponding increase (2%) in turnover rates from 1982/83-1984/85. It is too early to determine if the increasing trend observed in the last two years will continue.



AVERAGE # NEW POSITIONS	1,431	521	267	274	365
TOTAL # TEACHERS PER YEAR	14,759	14,530	14,568	14,867	15,306

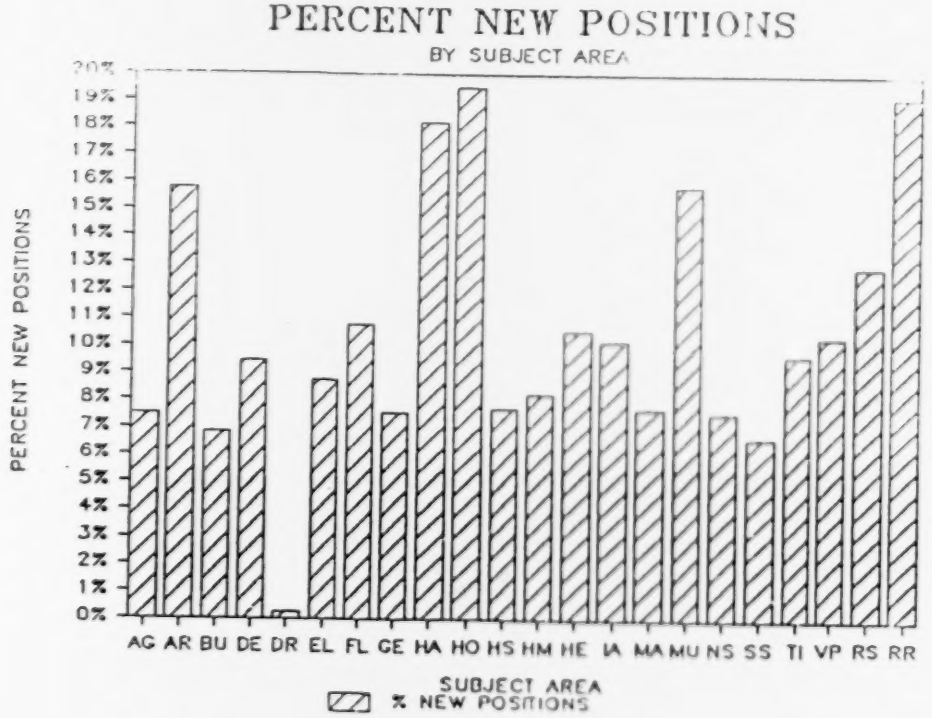
TURNOVER BY SUBJECT AREA

Teacher turnover rates are clearly related to subject areas. Those subject areas with a turnover rate more than 2% greater than the average turnover rate of 10% (i.e., more than 12%) include Art, Handicap Sp Ed, Health Occupations, Music, Reading Supervisor and Resource Room Sp Ed. Of these, Health Occupations and Resource Room Sp Ed have the highest turnover rates at about 19% new teachers per year.

Those subjects with a turnover rate that is at least 2% smaller than the average turnover rate of 10% (i.e., less than 8%) include Agriculture, Business/Office Occupations, Safety and Driver Ed and Social Studies. The lowest turnover rate occurs in Driver Education where close to 0% of vacant positions are filled from teachers who are new to the system.

The turnover rate in each of the additional three core subjects not included above (English, Math and Natural Science) all fall around 8% - 9%, somewhat below the average turnover rate of 10%. Foreign languages have a turnover rate of 11%, just slightly above average.

The number of teachers within each subject area varies considerably. Those with the greatest number of teachers include General Elem/Sec (5901), English (1697), Resource Room (981), Math (866) and Natural Science ((806). The subject areas with the fewest numbers of teachers include Driver Education (17), Home Economics (Agriculture (32) and Homemaking (41).



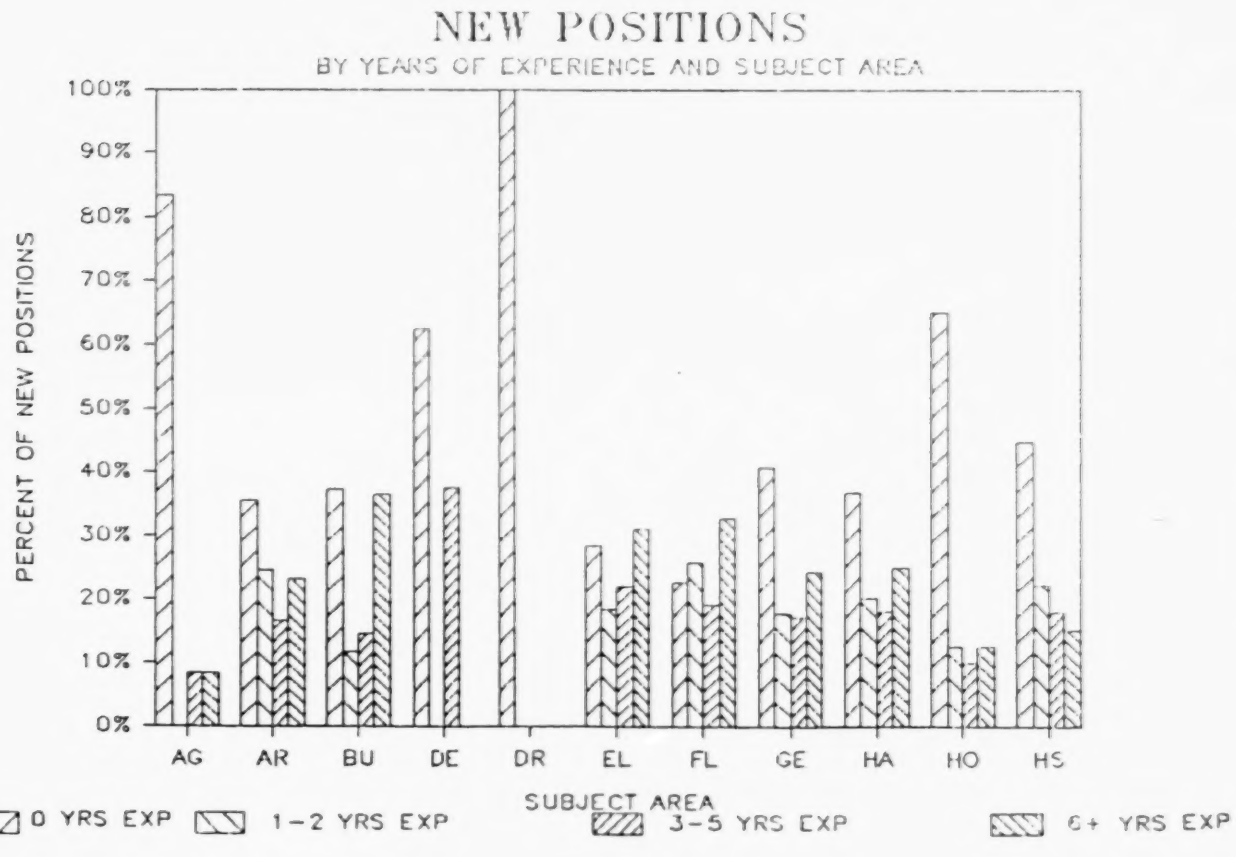
TURNOVER BY SUBJECT AREA AND YEARS OF EXPERIENCE

The following two graphs indicate the level of experience of teachers filling new positions within each individual subject area. On average, 36% of new positions are filled by teachers with no previous experience, 19% by teachers with 1-2 years of experience, 19% by teachers with 3-5 years experience and 26% by teachers with 6 or more years of experience.

Those subjects with more than 40% of their new positions filled by teachers with no previous experience include Agriculture (83%), Driver Ed (56%), General Ed. (41%), Safety and Driver Ed (100%), Health Occupations (65%), Physical Ed (45%) and Trades & Industry (70%).

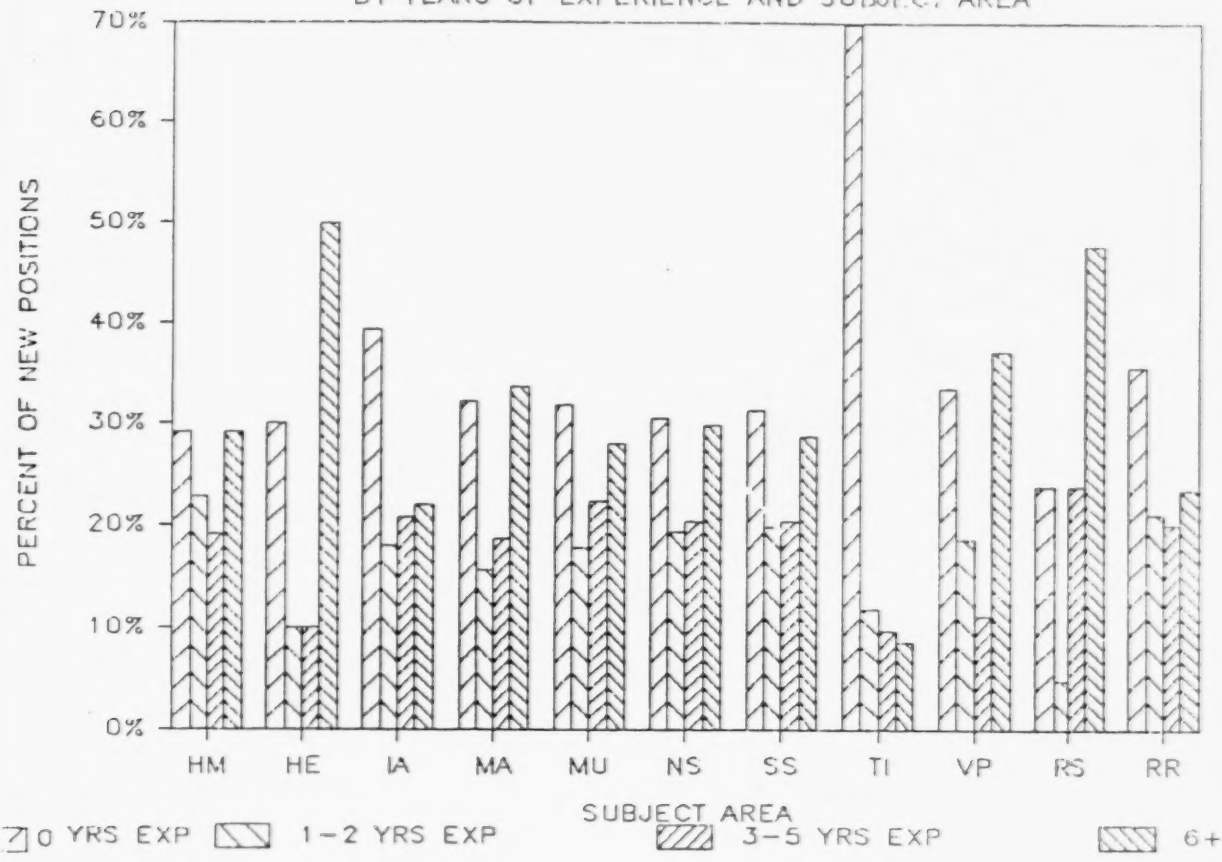
Those subjects with less than 30% of their new positions filled by teachers with no previous experience include English (28%), Foreign Languages (23%), and Reading Supervisors (24%).

The only subjects with more than 30% of new positions filled by teachers with more than six years of experience are Business/Office Occupations (34%), Home Economics (50%), Industrial Arts (40%), Math (34%), Sp Vocational Programs (37%) and Reading Supervisors (48%).



NEW POSITIONS

BY YEARS OF EXPERIENCE AND SUBJECT AREA

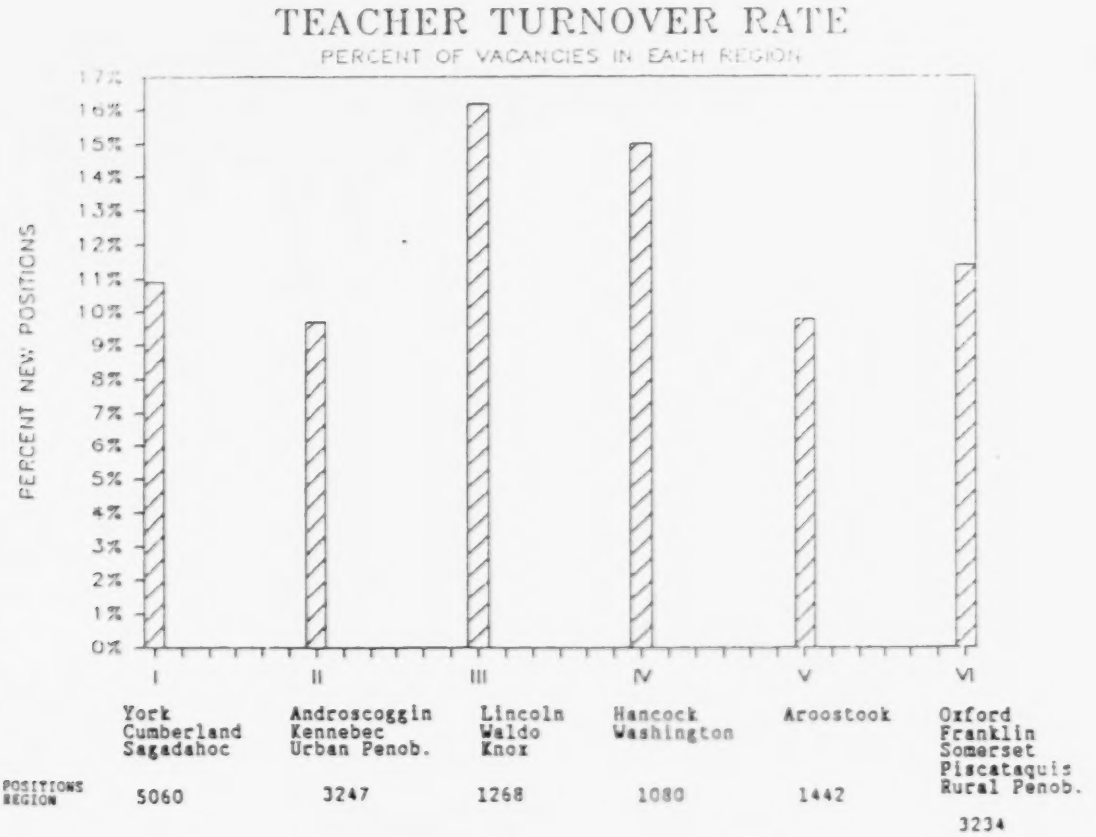


TEACHER TURNOVER BY REGION

An analysis of the turnover rate for teachers in selected regions throughout the state in 1984/85 shows that the highest rate of turnover occurs in the more rural, coastal areas of the state. Lincoln, Waldo and Knox counties have the highest percentage of teachers who are in their first year with a school system at 16% of their total staff (205 teachers). Similarly, in Hancock and Washington counties, 15% of the staff (162 teachers) were in their first year with a school system.

The more urban areas of the state show a lower turnover rate of about 10%. The region including York, Cumberland and Sagadahoc counties had 11% of their staff (552 teachers) in their first year with a school system. Androscoggin, Kennebec and the larger towns in Penobscot had about 9.5% (314) new teachers.

Aroostook county and the western region including Oxford, Franklin, Somerset, Piscataquis and rural Penobscot have also lower turnover rates at 10% (141 teachers) and 11.5% (368 teachers), respectively. Thus, turnover does not appear to be strictly determined by whether an area is urban or rural.



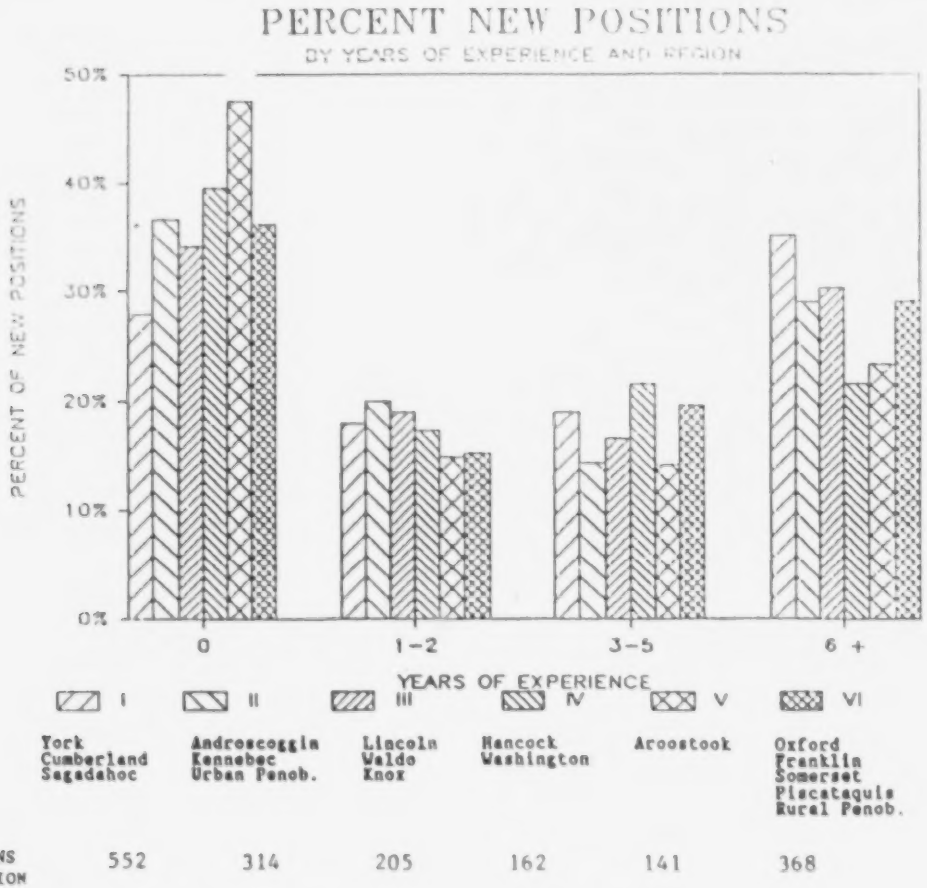
NEW POSITIONS BY YEARS OF EXPERIENCE WITHIN EACH REGION
(As a percent of all new positions in each region)

An analysis of the level of experience of new teachers coming into each region shows that Aroostook county (Region V) had the highest percentage of their vacant positions filled by teachers with no previous experience at 48%. York, Cumberland and Sagadahoc counties (Region I) the lowest percentage of teachers with no experience at 28%. Region IV had 40% and Regions II, III and V all had between 34%-37% of their vacancies filled by first year teachers.

Teachers with 1-2 years of experience filled about 20% of the vacancies in Regions II and III, about 17%-18% of the vacancies in Regions I and IV and about 15% of the vacancies in Regions V and VI.

Teachers with 3-5 years of experience filled between 19%-21% of the vacancies in Regions I, IV and VI, 17% in Region III and 14% in Regions II and IV.

Region I had the greatest percentage of their vacancies filled by teachers with more than six years of experience (35%). Regions II, III and IV had 29%-30% and Regions V and VI had 22%-23% of their vacancies filled by teachers with more than six years of experience.

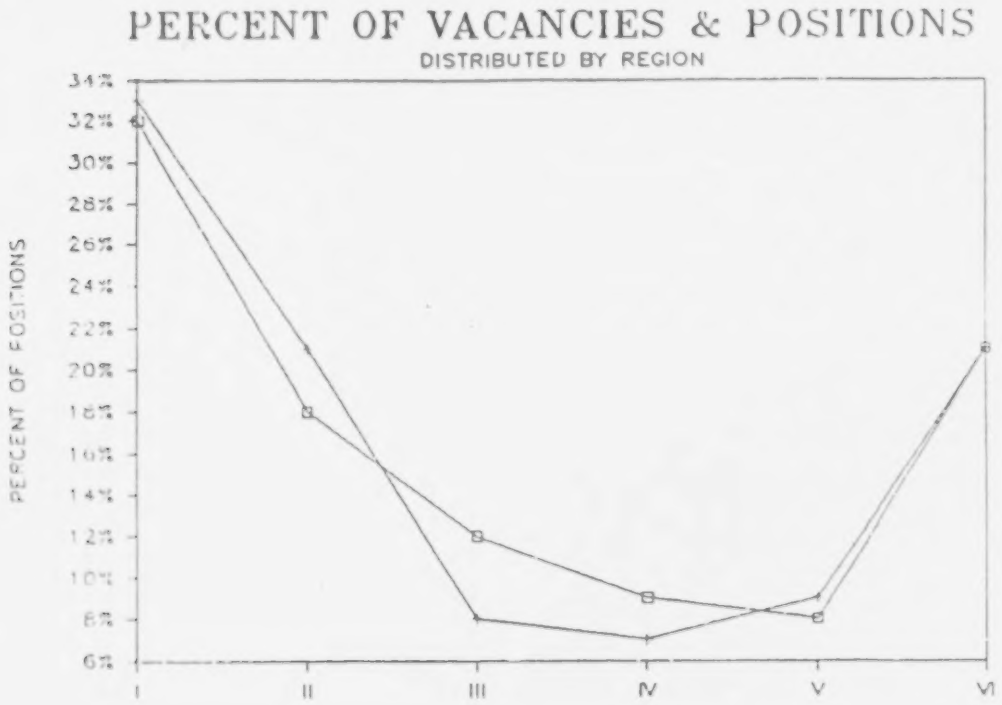


TOTAL # NEW POSITIONS IN EACH REGION	552	314	205	162	141	368

DISTRIBUTION OF VACANCIES AND TOTAL POSITIONS BY REGION

The graph below compares the percentage of all vacant positions with the percent of all teaching positions to be found in each region. In general, the number of vacancies are directly proportional to the number of total positions. Only regions II and III have more than a 2% difference between their percentage share of vacancies and their percentage share of total teaching positions in the state.

The percent of vacant positions in each region follows a similar pattern for incoming teachers of all levels of experience.



	I	II	III	IV	V	VI
	York Cumberland Sagadahoc	Androscoggin Kennebec Urban Penob.	Lincoln Waldo Knox	Hancock Washington	Aroostook	Oxford Franklin Somerset Piscataquis Rural Penob.
TOTAL # POSITIONS IN EACH REGION	5060	3247	1268	1080	1442	3234
# VACANCIES IN EACH REGION	552	314	205	162	141	368

CONDITIONALLY CERTIFIED TEACHERS

The number of conditionally certified teachers in Maine has remained fairly constant over the past five years at between 310 to 425 or 2.2% to 2.8% of the total number of teachers (14,806). This figure does not include uncertified teachers which are estimated at 100 - 150 for the current 1985-86 school year.

CONDITIONALLY CERTIFIED TEACHERS

	# COND CERT	TOTAL TEACH	% COND TEACH
80/81	389	14,759	2.6%
81/82	342	14,530	2.4%
82/83	315	14,568	2.2%
83/84	371	14,867	2.5%
84/85	425	15,306	2.8%
85/86	310		

SUMMARY

Based on the number of teachers who are in their first year in a school system, the turnover rate for all teachers in the state is 10%. On average over the last 5 years, 521 individuals have entered teaching each year representing about 3% of the total number of teachers. The other 7 percent are experienced teachers who are re-entering teaching or moving from one school unit to another.

The turnover rates vary considerably by subject area. The rate for the core subjects of English, math, and science are close to the state average. Those for art, music, special education, and reading are 2% or more higher than the average. The rates for agriculture, business occupations and social studies are more than 2% lower than the average.

The examination of turnover rates by region revealed a higher rate in two of six areas of the state. Since both covered rural areas of the State, they each only accounted for 10% of the total turnover. In general, the distribution of individuals in their first year with a school unit followed the distribution of teachers and were concentrated in the areas of higher population.

CHAPTER VII
CAREER GOALS OF STUDENTS

The high school seniors in the survey were asked their "first choice as a career goal" and if they had "considered other careers." Based on these questions the respondents were divided into a group of students oriented toward teaching as a career and a group not oriented toward a teaching as a career. The first group included 163 students, 61 indicated teaching was their first choice and 102 who indicated it was a secondary choice. The second group was composed of 363 students who were not considering teaching as a career. These two groups are analyzed below to determine if there are any consistent differences between the groups on certain descriptive characteristics (see Tables 1 to 3) or in the attributes they reported as "important in a career," "expected to find in their first career choice," or "perceived to be present in teaching" (see Table 4).

DESCRIPTIVE CHARACTERISTICS

Demographic

The ratio of males to females in the teaching oriented group was almost identical to that found in the former and active teacher samples. One third were males and two thirds female (see Table 1). The male to female ratio in the group not oriented toward teaching did not show a statistically significant difference from the teaching oriented group although it had a higher percentage of males.

The educational background of the parents did not differ between the two groups and were very similar to those reported by active and former teachers. Slightly over 20% of the students' mothers and about 30% of their fathers had a baccalaureate degree or higher. Around 50% of both groups had mothers and fathers who had only a high school education or less.

The two groups did not differ as to the size of the school they attended. There was also no difference in the size of the community in which they lived.

Academic Standing

Two measures of academic standing were used in the survey -- self reported class rank and Scholastic Aptitude Test scores (see Table 2). The two groups of students did not differ on either. Over 80% in each group indicated they were in the top 40% of their senior class. About one third indicated they were in the top 10% and 50% to 60% indicated they were in the top 20%. There was also no statistically significant difference between the two groups on their verbal and math SAT scores. Fourteen percent of the teacher group and 24% of the nonteacher

group had math scores in the 600s to 700s. Another 36% of both groups had scores in the 500s. Forty percent to 50% had scores below 500. The verbal scores were somewhat lower with slightly under 10% in each group in the 600s or 700s, about one third in the 500s and 55% to 60% below 500.

TABLE 1: CHARACTERISTICS OF COLLEGE BOUND HIGH SCHOOL SENIORS BY CAREER CHOICE OF TEACHING OR NON-TEACHING.

CHARACTERISTICS	Choice of Career Teaching	Other
Gender		
Male	35%	47%
Female	65%	53%
Total N	(160)	(358)
Level of Significance		p=ns
Father's Educational Background		
Less than High School	9%	7%
High School	43%	38%
Some College	19%	20%
Baccalaureate Degree	18%	21%
Master Degree or Higher	12%	14%
Total N	(157)	(350)
Level of Significance		p=ns
Mother's Educational Background		
Less than High School	5%	6%
High School	53%	41%
Some College	21%	28%
Baccalaureate Degree	15%	20%
Master Degree or Higher	6%	5%
Total N	(160)	(359)
Level of Significance		p=ns
School Size		
Under 100 Students	3%	2%
100-300 Students	12%	16%
301 to 500 Students	27%	26%
Over 500 Students	59%	56%
Total N	(160)	(359)
Level of Significance		p=ns

TABLE 2: ACADEMIC STANDING OF COLLEGE BOUND HIGH SCHOOL SENIORS BY CAREER CHOICE OF TEACHING OR NON-TEACHING.

Academic Standing	Choice of Career	
	Teaching	Other
Class rank		
Top 10th Percentile	31%	35%
11th to 20th Percentile	23%	25%
21st to 30th Percentile	16%	14%
31st to 40th Percentile	13%	10%
Below 40th Percentile	17%	16%
Total N	(154)	(346)
Level of Significance		p=ns
Scholastic Aptitude Test Scores -- Math		
Above 700	2%	4%
601 to 700	12%	20%
401 to 500	36%	36%
301 to 400	39%	31%
Below 300	12%	9%
Total N	(118)	(233)
Level of Significance		p=ns
Scholastic Aptitude Test Scores -- Verbal		
Above 700	0%	0%
601 to 700	8%	9%
401 to 500	32%	37%
301 to 400	49%	41%
Below 300	11%	13%
Total N	(118)	(232)
Level of Significance		p=ns

TABLE 3: CHOICE OF COLLEGE MAJOR OF COLLEGE BOUND HIGH SCHOOL SENIORS BY CAREER CHOICE OF TEACHING OR NON-TEACHING.

College Major	Choice of Career	
	Teaching	Other
Business	10%	26%
Engineering	3%	14%
Health Occupations	2%	8%
Math and Science	7%	9%
Social Sciences	10%	7%
Arts and Humanities	8%	6%
Teacher Education	33%	0%
All Other	26%	33%
Total N	(163)	(362)
Level of Significance		$p < .001$

College Major

The students were asked what they planned to take as a college major (see Table 3). Of the seven most commonly cited areas, those in the nonteaching oriented group were more likely to indicate an interest in business, engineering and health occupations. Those in the prospective teaching oriented group were more likely to indicate teacher education. The two groups were fairly equal in the percentage that selected math and science, social sciences, or arts and humanities.

OCCUPATIONAL CHOICE

For a set of 22 statements, the students were asked to indicate whether they would be "important in selecting a career," whether they were "present in their first career choice," and whether they are "present in the teaching profession" (see Table 4). The following analysis first looks at whether there is any difference between prospective teachers and other students in what they felt was important in selecting a career. Second it looks at whether they expected to find the attribute in their career choice and whether they saw it as present in teaching.

Out of the 22 items, 11 were cited as important by 80% or more of the students who were considering teaching as a career. These included the **intrinsic professional** sources of satisfaction in the area of student achievement -- the "opportunity to work with people," "the opportunity to perform a socially important job," and "the opportunity to help others develop their talents and skills." They also included **structural level factors in the profession** such as the "flexibility in deciding how to manage your work responsibilities," "good rapport among the people with whom you expect to work" and "support and feedback from the people affected by your work." In addition, they included **family goal factors** such as "community respect for the profession" and "availability of positions in the area or town you would like to live in." Finally, there were **extrinsic factors** such as "fringe benefits" and "the opportunity to earn a relatively good salary if you remain in the field."

In only one of these areas were the nonteaching oriented group significantly less likely to consider the factor as important. This was the "opportunity to help others develop their talents and skills." Eighty-six percent of the teaching oriented students thought it was important compared to only 60% of the nonteaching oriented students.

In comparing what students thought was important and whether they thought they would find the aspect in their career goal or whether it was present in teaching, there were a number of other informative similarities and differences. On the "opportunity to help others develop their skills and talents,"

the nonteachers were significantly less likely to feel it was important, to feel they would find the factor in their job or to perceive it as part of the teaching profession. Neither group thought the "opportunity to earn a good salary" was present in teaching. Ninty percent of the nonteaching oriented students and 80% of the prospective teachers, however, thought they would find it in their own career choice. Only about 50% of either group felt that "fringe benefits," "flexibility to manage work," or "available positions in area" were available in teaching. Only slightly higher percentages felt they would be available in their first career choice.

TABLE 4: ATTRIBUTES OF AN OCCUPATION BY ITS IMPORTANCE, PRESENCE IN CAREER CHOICE, AND PRESENCE IN TEACHING BY CAREER CHOICE OF RESPONDENT. (T=PROSPECTIVE TEACHER, O=OTHER CAREER)

		IMPORTANT TO RESPONDENT PERCENT	N	PRESENT IN CAREER CHOICE PERCENT	N	PRESENT IN TEACHING PERCENT	N
Opportunity to work with people	T	95%	(163)	98%	(356)	95%	(162)
	O	87%	(356)	90%	(356)	84%	(345)
Level of Sig.			p=ns		p=ns		p=ns
Opportunity to earn a relatively good salary if you remain in the field	T	95%	(163)	79%	(162)	41%	(161)
	O	97%	(360)	90%	(354)	33%	(345)
Level of Sig.			p=ns		p=ns		p=ns
A good rapport among the people with whom you expect to work	T	95%	(163)	82%	(162)	76%	(161)
	O	94%	(357)	84%	(354)	63%	(346)
Level of Sig.			p=ns		p=ns		p<.001
Job Security	T	93%	(162)	72%	(160)	59%	(158)
	O	95%	(351)	71%	(345)	51%	(338)
Level of Sig.			p=ns		p=ns		p=ns
Support and feedback from the people affected by the work you do	T	90%	(162)	78%	(162)	75%	(162)
	O	91%	(360)	78%	(355)	68%	(346)
Level of Sig.			p=ns		p=ns		p=ns
Community respect for the teacher	T	89%	(162)	81%	(161)	71%	(160)
	O	86%	(358)	78%	(354)	65	(344)
Level of Sig.			p=ns		p=ns		p=ns

		IMPORTANT TO RESPONDENT PERCENT	N	PRESENT IN CAREER CHOICE PERCENT	N	PRESENT IN TEACHING PERCENT	N
Opportunity to perform a socially important job	T	86%	(161)	88%	(162)	83%	(161)
	O	77%	(358)	74%	(352)	66%	(345)
Level of Sig.			p=ns		p=ns		p<.001
Opportunity to help others develop their talents and skills	T	86%	(162)	70%	(162)	96%	(163)
	O	60%	(358)	45%	(353)	82%	(362)
Level of Sig.			p<.001		p<.001		p<.001
Fringe benefits (such as health)	T	85%	(163)	57%	(161)	56%	(162)
	O	90%	(362)	61%	(354)	53%	(341)
Level of Sig.			p=ns		p=ns		p=ns
Flexibility in deciding how to manage your work responsibilities	T	85%	(160)	73%	(156)	57%	(157)
	O	83%	(355)	66%	(351)	55%	(343)
Level of Sig.			p=ns		p=ns		p=ns
Availability of positions in the area or town you would like to live in	T	83%	(163)	50%	(162)	44%	(161)
	O	72%	(361)	49%	(358)	43%	(346)
Level of Sig.			p=ns		p=ns		p=ns
Opportunity to enter a professional job with a Bachelor's degree	T	77%	(163)	69%	(162)	72%	(161)
	O	70%	(356)	67%	(360)	58%	(344)
Level of Sig.			p=ns		p=ns		p<.001
Desire to work with sports, drama, and other recreational and cultural activities	T	70%	(162)	53%	(160)	83%	(159)
	O	59%	(358)	36%	(354)	71%	(345)
Level of Sig.			p=ns		p<.001		p=ns
Opportunity to earn a really top salary if you remain in the field	T	69%	(162)	56%	(163)	12%	(161)
	O	86%	(361)	78%	(356)	14%	(347)
Level of Sig.			p<.001		p<.001		p=ns

		IMPORTANT TO RESPONDENT PERCENT	N	PRESENT IN CAREER CHOICE PERCENT	N	PRESENT IN TEACHING PERCENT	N
Paid compensation for overtime hours worked beyond the regular 40 hours	T	69%	(162)	30%	(161)	14%	(160)
	O	77%	(357)	52%	(357)	15%	(350)
Level of Sig.			p=ns		p<.001		p=ns
Opportunity for continued involvement with an academic subject area	T	67%	(162)	67%	(161)	83%	(160)
	O	52%	(354)	54%	(352)	75%	(346)
Level of Sig.			p<.001		p=ns		p=ns
Above-average starting salary levels for new college graduates	T	65%	(162)	45%	(161)	11%	(160)
	O	82%	(359)	63%	(354)	11%	(346)
Level of Sig.			p<.001		p<.001		p=ns
Low level of stress	T	56%	(162)	31%	(163)	19%	(159)
	O	53%	(357)	27%	(354)	17%	(344)
Level of Sig.			p=ns		p=ns		p=ns
A 40-hour work week	T	40%	(161)	27%	(159)	13%	(157)
	O	56%	(360)	50%	(357)	52%	(348)
Level of Sig.			p=ns		p=ns		p=ns
Ability to leave the job behind you at the end of the day	T	40%	(161)	27%	(159)	13%	(157)
	O	56%	(361)	36%	(357)	15%	(347)
Level of Sig.			p=ns		p=ns		p=ns
Opportunity to have summers free	T	30%	(161)	37%	(161)	92%	(161)
	O	19%	(356)	8%	(357	86%	(343)
Level of Sig.			p<.001		p<.001		p=ns
Absence of additional hours outside of the regular working hours for work preparation	T	30%	(161)	21%	(160)	18%	(159)
	O	32%	(356)	26%	(357)	29%	(344)
Level of Sig.			p=ns		p=ns		p=ns

On the next group of 8 items, between 50% to 80% of the teacher oriented students felt they were important. Of particular interest here, are two items which 80% of the students in the nonteaching oriented group felt were important

but less than 70% of the teaching oriented group did. These were the **extrinsic economic factors** -- "opportunity to earn a really top salary if you remain in the field" and the "availability of above-average starting salary levels for new college graduates." Neither group felt that these were available in teaching, less than 15% for both groups. The nonteaching group was significantly more likely to perceive higher beginning and top salaries as present in their chosen field.

The final three items included three **structural level factors** in the area of **personal and family goals** -- the "ability to leave the job behind you at the end of the day," the "opportunity to have summers free," and "absence of additional hours outside of the regular working hours for work preparation." Neither group was particularly interested in them, they did not expect to find them in their chosen career and except for summers free they did not feel they were present in teaching. The real surprise here is the lack of importance teaching oriented students placed on having summers free. The fact that only 30% felt it was important was significantly different from what the active and former teachers in the analyses presented in Chapters IV and V above indicated motivated them to enter teaching or what they considered an important source of satisfaction within teaching.

REASONS FOR CHOOSING TEACHING OR THINGS THAT WOULD ATTRACT ONE TO CHOOSE TEACHING AS A CAREER

Those individuals who indicated that teaching was their first choice of career were asked to write the three major reasons for choosing teaching. (see Table 5)

TABLE 5: REASONS FOR CHOOSING TEACHING AS A PROFESSION AS CITED BY STUDENTS WITH TEACHING AS THEIR FIRST CAREER GOAL.

Work with children, people	88%
Help others	62%
To be good at it	28%
Teach in desired area or subject	23%
Educational environment	11%
Vacation Schedule, working hours	11%
Other	25%
Total N	(65)

Eighty-eight percent of the 65 students responding indicated a desire to "work with children or people." This was closely followed by as similar set of statements citing a desire "to help others" (62%). The major factors motivating prospective teachers, therefore, are the same as expressed by the active and former teacher samples. In the analytical model developed for this study, they represent **intrinsic level sources** of

satisfaction in the **student achievement** area of professional goals. These were followed by two intrinsic level factors in the **professional growth area**, working in an "educational environment" (11%) and "to teach in desired area or subject (23%). A final source of motivation was the "vacation schedule and working hours" (11%). Representative responses are:

I enjoy children.
Enjoyment of teaching.
Because I want to help kids learn.
Role model (I look up to my teachers).
Opportunity to continue my learning French.
Mostly because I love working with children.
Like to work with people especially children.
Interested in helping others.
Job availability in many areas.
I enjoy history immensely and would wish to share my knowledge with others.
I want to help people to learn.
I've always wanted to teach.
Increase what I learn and will continue to learn through the years.
Like English and history.
To have summers off.
I'd like to have summers off with future family.
Many teachers in my family, they motivated me.
I want to coach as well as teach.
I enjoy school myself and love to be involved.

The students who cited teaching as a secondary choice of career and those who did not consider teaching at all were asked "what would attract you to pursue a career in teaching." The responses fell mainly into one of 9 categories. Those students who considered teaching as a secondary career choice were not significantly different from those that were not considering teaching. (see Table 6)

The reason most frequently cited by both groups was the **extrinsic factor** of money or salary; 58% and 63% respectively. This was followed by 3 groups of **intrinsic level professional motivators**, "work with children or people," "help others," or "teach in desired area or subject," which were each cited by 10% to 30% of both groups. "Fringe benefits" was cited by 10% to 13%, "vacation schedule or good hours" by 8% to 10%, "more cooperation with students" by 5% to 7%, and "prestige, respect, recognition" by 2% to 10%. Fifteen percent of those who were not considering teaching indicated "nothing" would attract them to teaching.

TABLE 6: FACTORS WHICH WOULD ATTRACT ONE INTO TEACHING BY STUDENTS WHO WERE CONSIDERING TEACHING AS A SECOND CHOICE OF CAREER OR WHO WERE NOT CONSIDERING TEACHING (T=TEACHING, O=OTHER CAREER)

Attractors	Choice of Career: Teaching as Second Career Percent	Choice of Career: Non-teaching Career Percent
Money	58%	63%
Work with children, people	27%	13%
Help others	15%	8%
Teach in desired area or subject	10%	14%
Fringe benefits	10%	13%
Vacation schedule, good hours	8%	10%
More cooperation with students	5%	7%
Prestige, respect, recognition	2%	10%
Nothing	0%	15%
Other	48%	45%
Total N	(91)	(334)
Level of Significance		p=ns

The open ended responses to the question "what would attract you to pursue a career in teaching" included:

Better pay.
Higher teacher pay.
Summer off plus all school vacations.
To teach what and in the way I wanted to teach it.
Knowing that I would be helping other kids learn.
If I could teach others the career in which I am interested.
Working with others and helping to shape their minds.
If I were paid well for the hours spent in and outside school.
Continued involvement with an academic subject.
More respect and support for the profession.
Being able to teach smaller classes.
If some kids today were better in attitude.
Working with people interested in learning.
If I could teach business.
The challenge of teaching children.
Summers off.
More variety from day to day.
Better benefits.
More respect from students.
Opportunity to influence students' lives.
If I have family, summer and vacations with my children.
To work the hours I wanted and not spend hours correcting.
Students with a desire to learn and a drive to achieve.
Good working and well-equipped environment.

Paid compensation for overtime.
More respect for teachers.
Positive public support.
Job opportunity during summer.
Better conditions.
Students with more respect for their teachers.
Absence of additional hours outside of the regular working hours for work preparation.
Not having to bring work home with you to keep up.
If they were respected more by the people.
More variety in the way you teach.
Better run schools.
Less conservative policies surrounding the profession.
More interesting methods of teaching.
Ability to leave the job behind me at the end of the day.
Work more days a year to make more money.
More available positions in the high school area.
Better educational system, higher standards of teaching and subjects.
More freedom for self-expression and creativity, less censorship.
Only having students who wanted to learn.
Too many superiors -- principal, superintendent, school board, most of all parents.
Kids that could act mature and not childish.

A number of the comments above reflect a concern with the poor attitudes of students toward learning and the lack of respect students show toward teachers as reasons for not entering teaching. The comments also indicate an awareness by many students of the difficult working conditions with which teachers have to cope and the need for additional resources and "better run schools."

Some of the remarks clearly indicate that the respondents did not want or were not suited to be teachers:

All jobs aren't for me and I think teaching is one of them.
Nothing. I don't want to teach.
Freedom to apply severe punishment to unruly students.

SUMMARY

High school seniors were divided into two groups. Those who were considering teaching as their first or secondary career choice and those who were not considering teaching. The two groups differed statistically on only one of the demographic variables surveyed. They had the same ratio of males to females. Their parents had the same distribution of educational backgrounds. They had attended the same size of high schools and were distributed over the same range of community sizes. The two groups were also not significantly different on either of two measures of academic standing -- class rank of Scholastic Aptitude Test scores.

The choice of college major was the only descriptive factor on which the two groups differed. Nonteachers were more likely than the prospective teachers to choose business, engineering and health occupations. Teachers were more likely to indicate teacher education.

On a series of 22 statements descriptive of **intrinsic, structural** and **extrinsic aspects** of an occupation, 80% of both the prospective teachers and nonteachers cited 10 of them as important. These included **intrinsic level** rewards in the area of being of service to others, **structural factors** related to working conditions, and **extrinsic rewards** of being able to "earn a relatively good salary."

Aspects of an occupation which would allow an individual time to pursue personal and family goals were not important to a large number in either group. This included having "summers off." Both groups saw it as a factor that was present in teaching but less than 30% in each group saw it as present in their first career choice or cited it as an important factor in choosing a career. Students, therefore, differ dramatically from individuals in the two teacher samples who cited summers off as a major factor attracting them to the profession and a major source of satisfaction with teaching as an occupation.

The two groups of students differed significantly in a couple of important areas. The prospective teachers were more likely to cite the "opportunity to help others develop their skills and talents" as an important factor in choosing a career. On two economic reward factors -- the "opportunity to earn a top salary" and the opportunity to earn "an above average starting salary" both groups agreed they were not present in teaching. The nonteachers were more likely to indicate they were present in their first career choice and more likely to consider them important in a career choice than prospective teachers.

On two open-ended questions, students who cited teaching as a first choice of career were asked to indicate their reasons for choosing teaching and the remaining students were asked what factors would attract them to teaching. The prospective teachers cited the same intrinsic level rewards of the profession that individuals in the two teacher samples indicated attracted them to the profession -- an interest in "working with children" and "helping others." The nonteachers and those who cited teaching as a secondary choice most often cited money as a factor which would attract them into teaching. The next most frequently cited factors were intrinsic level factors of "helping others" and "working with children."

CHAPTER VIII
SUMMARY AND CONCLUSIONS

The focus of this study was to develop background information on the issue of recruiting individuals into the teaching profession and to determine the areas of satisfaction and dissatisfaction which influence whether teachers choose to remain in the profession. Two sources of data were used. One was questionnaire surveys of three different samples. One sample was of active teachers currently employed in public, elementary, and secondary schools. The second sample was of former teachers who had left teaching in the past two years. The third was a sample of high school seniors. The other source of data was a secondary analysis of Maine Department of Education statistics on teacher turnover.

ANALYTICAL MODEL

The initial phase of the study reviewed previous writings and research on the teaching profession and developed a two dimensional analytical model to aid in interpreting the factors that attract people into teaching and cause them to remain in the profession. One dimension distinguished between **extrinsic** and **intrinsic levels of satisfaction**. The other dimension distinguished between **family and personal goals** on the one side and **professional goals** on the other.

Extrinsic factors of the first dimension were concrete factors such as salary and job security. **Intrinsic factors** were more individualized elements dealing with an individual's motivation for entering teaching such as the desire to work with young people or the intellectual freedom to explore new ideas. In between these two levels there was a third category which the model labeled **structural factors** which related to working conditions on the one hand and to individual living arrangements on the other.

The **family and personal goal** side of the second dimension concerned such issues as the family's prestige in the community, whether they were in an urban or rural area and family economy. On the professional goals side, the model differentiated between those factors that concerned **professional growth and autonomy** versus those that were more directly concerned with being with students and **student achievement**.

DESCRIPTIVE CHARACTERISTICS

The two samples of teachers in this present study are representative of the total number of teachers in the Maine Department of Education's data and similar to the national distribution of teachers. The samples are also very similar to each other.

The active teacher and former teacher samples differ, however, in five areas. First, there is a greater tendency for active than former teachers to have been born in Maine. Second, the active teachers have a slightly higher percentage of elementary and middle school teachers. Third, the former teachers have a tendency to have had fewer years of experience. Fourth, former teachers had a slight tendency, on average, to work more hours beyond the regular school day than active teachers. Finally, there are differences in the career goals of the two samples with former teachers interested in a different type of position and with active teachers planning to stay in the same type of position in which they are at present.

RECRUITMENT

The factors that attract individuals into the profession appear to be the **intrinsic factors** central to the unique nature of teaching as an occupation. The detractors are the **extrinsic economic rewards.** In the middle lie a range of items which relate to **structural factors** in the **profession** or to **personal and family goals.**

The primary factor which attracted teachers to a particular school unit was the professional challenge of "an attractive and challenging teaching assignment." This was followed by three family area goals.

SOURCES OF SATISFACTION AND DISSATISFACTION

Active and former teachers generally agree on what the important sources of satisfaction or dissatisfaction are in teaching. These include the central **intrinsic factors** which define the character of education as a profession. A second set of factors were descriptive of the **structural level,** working conditions of teachers, especially their relationship with the school administration and the availability of resources. Finally, there was a group of **extrinsic level factors** relating to salary and other economic rewards.

The two samples of teachers differed, however, in how great a source of satisfaction or dissatisfaction they derived from each aspect. Active teachers were generally more satisfied than former teachers on the large majority of the items. This difference was not particularly meaningful in relationship to the central factors which define the profession. The large majority of respondents in both groups indicated they found these to be a source of satisfaction. There was also little variation in their assessment of the economic rewards of the profession. Respondents in both samples indicated they found them to be a source of dissatisfaction.

The most meaningful difference between the two samples occur in the area of working conditions -- specifically **structural level** elements within the area of **professional growth and autonomy.** Both the active and former teachers are

interested in being professionals with a degree of autonomy in structuring their work, expanding their professional knowledge, being part of educational planning and having a supportive relationship with their school administration. Former teachers were, however, less likely to indicate that they derived satisfaction from these areas than active teachers.

TEACHER TURNOVER

Based on the number of teachers who are in their first year in a school system, the turnover rate for all teachers in the state is 10%. On average over the last 5 years, 521 individuals have entered teaching each year representing about 3% of the total number of teachers. The other 7 percent are experienced teachers who are re-entering teaching or moving from one school unit to another.

The turnover rates vary considerably by subject area. The rates for the core subjects of English, math, and science were close, however, to the state average. Areas of high turnover include special education, health occupations, art and music. Turnover rates by region also varied with two of six areas of the State having considerably higher rates than the rest. On the other hand, since they both covered rural areas of the state, the distribution of individuals in their first year with a unit followed the distribution all of teachers and were concentrated in the areas of higher population.

HIGH SCHOOL SAMPLE

High school seniors were divided into two groups. Those who were considering teaching as their first or secondary career choice and those who were not considering teaching. The two groups differed statistically on only one of the demographic variables surveyed -- choice of college major.

On a series of 22 statements descriptive of intrinsic, structural and extrinsic aspects of an occupation, 80% of both the prospective teachers and those not considering teaching cited 10 of them as important. The two groups of students differed significantly in a couple of important areas. The prospective teachers were more likely to cite the "opportunity to help others develop their skills and talents" as an important factor in choosing a career. On two economic reward factors -- the "opportunity to earn a top salary" and the opportunity to earn "an above average starting salary" both groups agreed they were not present in teaching. Those not considering teaching were more likely to indicate they were present in their first career choice and more likely to consider them important in a career choice than prospective teachers.

FURTHER ANALYSIS

The surveys collected a wealth of information. This report will hopefully provide the grounds for additional questions that can be addressed by further analysis of this data. The individuals on the ad-hoc review panels from the university as well as the educational constituency groups have expressed an interest in discussing future directions for inquiry.

Initial directions to examine are the interrelationships among the various attractors and sources of satisfaction among respondents to see if there are any patterns that can classify types of respondents. The original factors or composite types will be used individually or in groups to explain further the variation in respondents expression of general satisfaction with teaching or their interest in re-entering the profession if they are starting over. An analysis of the career alternatives teachers feel are open to them or that former teachers have chosen, can also be combined with a more detailed examination of the career choices of students to give a better understanding of the occupations and professions which compete with teaching for new members.

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APPENDIX

SENATE

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N. PAUL GAUVREAU, DISTRICT 23
WALTER W. HICHENS, DISTRICT 35

LARS RYDELL, LEGISLATIVE ASSISTANT
DAVID ELLIOTT, LEGISLATIVE ASSISTANT
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JUDITH C. FOSS, YARMOUTH
WILLIAM F. LAWRENCE, PARSONSFIELD

STATE OF MAINE
ONE HUNDRED AND TWELFTH LEGISLATURE
COMMITTEE ON EDUCATION

October 25, 1985

Dear Teacher:

This is a follow-up letter to the Education Committee's study of teacher recruitment and retention.

To date, completed questionnaires have been returned from 53% of those who were randomly selected to be part of the active teacher sample. We realize that teachers are very busy. The questionnaire returns have documented that teachers put in a large number of hours outside the regular school day on class preparation and other duties. However, in order for the Education Committee's survey to be fully representative of teachers in Maine, we need to have you and other individuals who have delayed returing your questionnaires to take the half an hour you will need to complete it and to return it in the enclosed, stamped, self-addressed envelope.

The questionnaires were developed in cooperation with the MTA, the MSMA, and university faculty and research consultants. The responses will be aggregated and analyzed on a state-wide basis, guaranteeing the anonymity of respondents and schools. The number in the upper left hand corner of the front page of your questionnaire is an identification number which will be used only to send reminders to those who have not responded. Your individual responses will be held STRICTLY CONFIDENTIAL.

We hope that you will participate. The results of the survey will be distributed to the Maine Legislature and to educational organizations across the state.

If you have any questions, please call Lars Rydell or Barbara Gage on our legislative staff at Tel. 289-1670.

Sincerely,

Ada Brown
House Chair

Larry Brown
Senate Chair

3582

SENATE

BEVERLY MINER BUSTIN, DISTRICT 19, CHAIR
DAVID T. KERRY, DISTRICT 31
CHARLOTTE ZAHN SEWALL, DISTRICT 20

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STATE OF MAINE
ONE HUNDRED AND TWELFTH LEGISLATURE
COMMITTEE ON BUSINESS AND COMMERCE

October 7, 1985

Dear Teacher:

During the past year the State Legislature has enacted major educational reforms affecting teachers. To prepare for the next legislative session, the Legislature's Education Committee has initiated a comprehensive study of the factors which attract people to teaching and which help retain them.

You have been randomly selected for a sample representing teachers in grades K through 12. The study will also sample former teachers and high school seniors. In order for your sample to be statistically representative of all practicing teachers, we need to have a high rate of questionnaires returned. Please help us with this survey by filling out the attached questionnaire and returning it in the enclosed stamped, self-addressed envelope.

The questionnaires were developed in cooperation with the MTA, the MSMA, and university faculty and research consultants. The responses will be aggregated and analyzed on a state-wide basis, guaranteeing the anonymity of respondents and schools. The number in the upper left hand corner of the front page of your questionnaire is an identification number which will be used only to send reminders to those who have not responded. Your individual responses will be held STRICTLY CONFIDENTIAL.

We hope that you will help us. Your prompt return of the questionnaire will enable us to complete the study in time to have an impact on the coming session of the Legislature.

If you have any questions, please call our legislative staff at Tel. 289-1670.

Sincerely,

Ada Brown
House Chair

Larry Brown
Senate Chair

4953M

THE JOINT STANDING COMMITTEE ON EDUCATION
MAINE LEGISLATURE

STUDY OF TEACHER RETENTION AND RECRUITMENT
ACTIVE TEACHER QUESTIONNAIRE

INTRODUCTION

This questionnaire is part of a multi-phased state wide study of teacher recruitment and retention. It has been designed to identify factors of job satisfaction or dissatisfaction among elementary and secondary school teachers in Maine.

The questionnaire has been designed for easy completion with most of the items requiring only a circled response or checkmark. Your responses will be kept STRICTLY CONFIDENTIAL. Thank you in advance for your cooperation.

I. FIRST, WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR CURRENT POSITION AS A TEACHER.

1. What is your position? (check one)
   _____1. REGULAR CLASSROOM TEACHER
   _____2. SPECIAL EDUCATION
   _____3. OTHER (please specify)_____

2. Are you a full-time or part-time teacher? (check one)
   _____1.FULL-TIME _____2.PART-TIME

   2A. If you work PART-TIME, how many hours/week do you normally work? _____ HOURS

3. At what school level do you currently teach? (check one)
   _____1. ELEMENTARY
   _____2. MIDDLE
   _____3. JUNIOR HIGH SCHOOL
   _____4. SENIOR HIGH SCHOOL
   _____5. OTHER (please specify)_____

4. What grade level or major subject areas do you teach:
   1._____
   2._____
   3._____

5. How many students attend the school in which you teach? (check one)
   _____1. LESS THAN 50 STUDENTS
   _____2. 50 - 100 STUDENTS
   _____3. 101- 300 STUDENTS
   _____4. 301- 500 STUDENTS
   _____5. MORE THAN 500 STUDENTS

6. How many years have you been teaching? _____ YEARS

7. How many school systems have you taught in? _____ SYSTEMS

8. If you have taught in more than one school system, what were your major reasons for changing?

   1. _____

   2. _____

   3. _____

9. Beyond your regular school day, approximately how many HOURS PER MONTH do you spend on:

1. Class preparation and grading.....	_____ HOURS
2. Paid extra-curricular activities....	_____ HOURS
3. Unpaid extra-curricular activities.	_____ HOURS
4. Meetings: faculty, district, department, curricular, PET.....	_____ HOURS
5. Professional development.....	_____ HOURS
6. Extra help sessions with students....	_____ HOURS
7. After-school detention.....	_____ HOURS
8. Parent contact.....	_____ HOURS
9. Teacher certification support teams..	_____ HOURS
10. Union activities.....	_____ HOURS
11. Other school related activities.....	_____ HOURS

II. REASONS FOR COMING TO YOUR PRESENT SCHOOL DISTRICT.

Please circle the response which best reflects the impact each item listed below, had on ATTRACTING you to this district. A space is available for you to add other reasons not listed.

REASONS FOR COMING TO YOUR PRESENT DISTRICT	NOT A REASON	MINOR REASON	MAJOR REASON
1. It was close to my (or my spouse's) family.....	1	2	3
2. Offered an attractive and challenging teaching assignment..	1	2	3
3. Spouse was transferred into the area.....	1	2	3
4. Liked the local geographic characteristics of the area.....	1	2	3

	NOT A REASON	MINOR REASON	MAJOR REASON
5. Enjoyed the leisure time activities available in the area	1	2	3
6. Desirable payscale	1	2	3
7. Desirable fringe benefits	1	2	3
8. Small class size	1	2	3
9. School district's reputation for educational excellence	1	2	3
10. Local administrative support for education	1	2	3
11. Team-oriented teaching climate	1	2	3
12. Provided enough resources to do the job right	1	2	3
13. Staff in building appeared to work together in creative and supportive ways	1	2	3
14. Community and voter support for quality education	1	2	3
15. I did not really know much about this district but there was a position open and I was hired.	1	2	3

16. Other Factors attracting you to the district: (please specify) _____

III. NEXT, WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT WHY YOU FIRST ENTERED THE TEACHING PROFESSION.

Please circle the appropriate number which reflects the extent to which each of the following items DETRACTED you from teaching or ATTRACTED you into the profession. Please note that 3 indicates a NEUTRAL effect.

	STRONGLY DETRACTED				STRONGLY ATTRACTED
A. Opportunity to perform a socially important job	1	2	3	4	5
B. Opportunity to work with children or young people	1	2	3	4	5
C. Opportunity to determine the moral development of the next generation	1	2	3	4	5
D. Opportunity during summers to pursue other interests and family obligations	1	2	3	4	5
E. Opportunity during summers to pursue a second career or other employment	1	2	3	4	5
F. Job security	1	2	3	4	5
G. Teachers' starting salary levels for new college graduates	1	2	3	4	5
H. Fringe benefits (health, retirement) for teachers	1	2	3	4	5
I. Availability of positions in the area(s) or communities you expected to live in	1	2	3	4	5
J. Opportunity to enter a professional job with a Bachelor's degree	1	2	3	4	5
K. Desire to work in an educational setting	1	2	3	4	5
L. Wanted to continue to be involved in your subject field	1	2	3	4	5
M. Opportunity for professional advancement in education	1	2	3	4	5
N. Desire to work with sports, drama, and other extra-curricular activities	1	2	3	4	5
O. Teachers are respected members of their communities	1	2	3	4	5
P. Opportunity to earn a sufficient income while looking for a better job	1	2	3	4	5

IV. WE WOULD NOW LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR FEELINGS REGARDING TEACHING AS A PROFESSION.

1. Please indicate (by circling the number that best reflects) HOW SATISFIED OR DISSATISFIED you were (are) with your teaching career at the following points in time:

A. 5 YEARS AGO: (OR when you FIRST BEGAN teaching if less than 5 years)

VERY DISSATISFIED				VERY SATISFIED
1	2	3	4	5

B. CURRENTLY:

VERY DISSATISFIED				VERY SATISFIED
1	2	3	4	5

2. On a scale of 1 to 5 what is your overall opinion of teaching as a profession?

WOULD NOT RECOMMEND TO OTHERS				WOULD RECOMMEND HIGHLY TO OTHERS
1	2	3	4	5

MORE SPECIFICALLY, WE WOULD LIKE TO ASK YOU ABOUT THE FACTORS YOU FIND SATISFYING OR DISSATISFYING ABOUT TEACHING AS A PROFESSION.

For each item, please circle the appropriate response which indicates:

1. Whether the item is IMPORTANT to you as a SOURCE OF PERSONAL SATISFACTION?

2. If YES, in your CURRENT TEACHING POSITION is the item a source of:

GREAT DISSATISFACTION 1 2 3 4 5 GREAT SATISFACTION

	IMPORTANT?	IF YES, SOURCE OF: GREAT DISSAT				GREAT SAT
A. PERSONAL ASPECTS						
1. Opportunity to work with children or young people	NO YES	1	2	3	4	5
2. Opportunity to perform a socially important job	NO YES	1	2	3	4	5
3. Opportunity to determine the moral development of the next generation	NO YES	1	2	3	4	5
4. Opportunity to work with sports, drama and other extra-curricular activities	NO YES	1	2	3	4	5
5. Teachers are respected members of the community	NO YES	1	2	3	4	5
6. Opportunity to have summers off to pursue other interests or family obligations	NO YES	1	2	3	4	5
7. Teachers are visible members of the community	NO YES	1	2	3	4	5
8. Teachers' families are visible members of the community	NO YES	1	2	3	4	5
9. Acceptance and participation in community organizations	NO YES	1	2	3	4	5
B. PROFESSIONAL ASPECTS						
1. Helping your students develop their talents and skills	NO YES	1	2	3	4	5
2. Freedom to grow intellectually	NO YES	1	2	3	4	5

3.	Availability and quality of continuing education opportunities for teachers	NO	YES	1	2	3	4	5
4.	Flexibility in deciding how to run your classroom	NO	YES	1	2	3	4	5
5.	Opportunity to discuss educational issues and problems with other teachers and administrators in your school	NO	YES	1	2	3	4	5
6.	Low levels of stress	NO	YES	1	2	3	4	5
7.	The amount of help available to you from teachers' aides and other support staff	NO	YES	1	2	3	4	5
8.	Opportunity to participate in curriculum and program development	NO	YES	1	2	3	4	5
9.	Quality of administrative evaluations of your performance for the purpose of contract renewal	NO	YES	1	2	3	4	5
10.	Professional feedback available to you on performance evaluations	NO	YES	1	2	3	4	5

C. WORKING CONDITIONS

1.	Student behavior in your classes	NO	YES	1	2	3	4	5
2.	Procedures used to handle student misbehavior in your school	NO	YES	1	2	3	4	5
3.	Number of students in your class or size of your teaching load	NO	YES	1	2	3	4	5
4.	Job security	NO	YES	1	2	3	4	5
5.	Earning opportunities in teachers' salary schedules	NO	YES	1	2	3	4	5
6.	Fringe benefits (health, retirement) offered teachers	NO	YES	1	2	3	4	5

7. Federal and state rules and regulations.....	NO	YES	1	2	3	4	5
8. Continuing education reqirc-ments for recertification...	NO	YES	1	2	3	4	5
9. Opportunity to pursue second career or other employment during the summer vacation...	NO	YES	1	2	3	4	5
10. The time spent on school work after hours.....	NO	YES	1	2	3	4	5
11. The time spent on clerical and record-keeping duties....	NO	YES	1	2	3	4	5
12. The time spent supervising students outside of class....	NO	YES	1	2	3	4	5
13. The collegial support you receive from other teachers in the school.....	NO	YES	1	2	3	4	5
14. Rapport among those who work in the school.....	NO	YES	1	2	3	4	5
15. The practical support you receive from your principal.	NO	YES	1	2	3	4	5
16. The parents support for your decisions.....	NO	YES	1	2	3	4	5
17. The support you receive from teachers' organizations.....	NO	YES	1	2	3	4	5
18. School board and voter sup-port for quality education...	NO	YES	1	2	3	4	5
19. The opportunity to partici-pate in the decision-making process in your school.....	NO	YES	1	2	3	4	5

VI. NEXT, WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR (CURRENT AND FUTURE) PERSONAL AND PROFESSIONAL GOALS.

1. First, based on what you had **expected when first entering** the teaching profession, please indicate how **dissatisfied or satisfied** you are with the following areas of your personal lifestyle? (Please circle the number which best reflects your response.)

A. STANDARD OF LIVING

VERY DISSATISFIED				VERY SATISFIED
1	2	3	4	5

B. LEISURE TIME

VERY DISSATISFIED				VERY SATISFIED
1	2	3	4	5

C. ROLE IN THE COMMUNITY

VERY DISSATISFIED				VERY SATISFIED
1	2	3	4	5

D. SENSE OF PERSONAL WORTH

VERY DISSATISFIED				VERY SATISFIED
1	2	3	4	5

E. SENSE OF PROFESSIONAL WORTH

VERY DISSATISFIED				VERY SATISFIED
1	2	3	4	5

F. OTHER (Please specify)

_____

VERY DISSATISFIED				VERY SATISFIED
1	2	3	4	5

2. How many years do you plan to remain in teaching? ___ YEARS

2A. If you plan to REMAIN IN EDUCATION until retirement, please indicate for each of the following whether it is a career goal. (circle YES or NO)

A. REMAIN IN MY CURRENT POSITION/GRADE LEVEL.....YES NO

B. WOULD LIKE TO MOVE TO A SIMILAR POSITION IN ANOTHER SCHOOL UNIT.....YES NO

C. WOULD LIKE TO MOVE TO A POSITION IN ANOTHER SUBJECT AREA.....YES NO

D. WOULD LIKE TO MOVE TO A POSITION AT A DIFFERENT GRADE LEVEL.....YES NO

E. WOULD LIKE TO MOVE TO A COUNSELING POSITION.....YES NO

F. WOULD LIKE TO BECOME A MASTER TEACHER, STAYING IN THE CLASSROOM WITH OPPORTUNITY TO INCREASE MY SKILLS AND RESPONSIBILITIES YES NO

G. WOULD LIKE TO MOVE TO AN ADMINISTRATIVE POSITION.....YES NO

H. OTHER (Please specify) _____

2B. Why have you chosen these goals? _____

_____

_____

2C. Do you feel there are other occupational choices available to you outside of education? YES NO

IF YES, in what field(s) and what type(s) of position(s)?

1. Field	2. Type of Position
A. _____	A. _____
B. _____	B. _____

3. At present, are you seriously considering leaving teaching for another occupation?(circle one) YES NO

3A. If you are looking for another type of job, please indicate what TYPE of jobs you are looking for and what you think the PROSPECTS are of finding jobs in that field.

1.Field	2.Type of Position	3.PROSPECTS (1) POOR	(2) FAIR	(3) EXCELLENT
_____	_____			
_____	_____	POOR	FAIR	EXCELLENT
_____	_____	POOR	FAIR	EXCELLENT
		POOR	FAIR	EXCELLENT

3B. Why are you considering a change of profession or field.

_____

_____

_____

VII. REGARDLESS OF YOUR FUTURE CAREER PLANS, WE WOULD LIKE TO ASK YOU TO REVIEW YOUR TEACHING EXPERIENCE FROM AN OBJECTIVE PERSPECTIVE.

1. What factors about your job as a teacher would you like to have CHANGED to IMPROVE your job satisfaction?

A. _____

B. _____

C. _____

2. If you could go back and start over, would you become a teacher? (circle one)

YES NO

Please briefly describe your reasons: _____

_____

_____

_____

VIII. FINALLY, WE WOULD LIKE TO ASK YOU SOME BACKGROUND INFORMATION FOR STATISTICAL PURPOSES.

1. Your sex: MALE FEMALE

2. How old are you? _____YEARS

3. Do you have dependent children? (circle one) YES NO
   If YES, how many? _____ CHILDREN

4. How long have you lived in Maine? (check one)
   _____1.SINCE BIRTH
   _____2.SINCE HIGH SCHOOL
   _____3.SINCE COLLEGE
   _____4.SINCE ENTERING TEACHING

5. What size town do you live in? _____ POPULATION

   1. Is it accessible to an urban center with cultural and shopping facilities? (circle one) YES NO

   2. Are the recreational activities you like to engage in, easily accessible to where you live?(circle one) YES NO

6. What size community did you grow up in? POPULATION

   1. Was it accessible to an urban center with cultural and shopping facilities?(circle one) YES NO

7. What size community would you (and your family) most like to live in? _____ POPULATION

   1. Would you like it to be accessible to an urban center with cultural and shopping facilities? (circle one) YES NO

8. How important to you and your family are the following living conditions:
   (Please circle the number which best reflects your response.)

   1. The SIZEof the community in which you wish to live
      NOT IMPORTANT 1 2 3 4 5 VERY IMPORTANT

   2. The PROXIMITY to URBAN amenities
      NOT IMPORTANT 1 2 3 4 5 VERY IMPORTANT

   3. The PROXIMITY to RECREATIONAL activities of your interests
      NOT IMPORTANT 1 2 3 4 5 VERY IMPORTANT

Please comment: _____

9. What is the highest educational degree you have earned? (check one)

_____1.BACHELOR.
_____2.BACHELOR PLUS _____HOURS.
_____3.M.A./M.S./M.Ed.
_____4.C.A.S.
_____5.Ph.D. or Ed.D.

10. Have you taken any college courses in administration since you began teaching? (circle one) YES NO

11.What is your parents' educational background:(check level for each.)

	A.MOTHER	B.FATHER
1. LESS THAN HIGH SCHOOL....	_____	_____
2. HIGH SCHOOL.....	_____	_____
3. SOME COLLEGE.....	_____	_____
4. BACHELORS DEGREE.....	_____	_____
5. M.A. or HIGHER.....	_____	_____

12.What percent of your total family income does your teaching salary represent ? _____PERCENT

Please return this completed questionnaire to:
Teacher Retention and Recruitment Study
Office of Legislative Assistants
State House Station 13
Augusta, Maine 04333

A postage-paid, pre-addressed envelope has been included for your convenience.

THANK YOU FOR YOUR COOPERATION.

3324

SENATE

LARRY M. BROWN, DISTRICT 7, CHAIR
N. PAUL GAUVREAU, DISTRICT 23
WALTER W. HICHENS, DISTRICT 35

LARS RYDELL, LEGISLATIVE ASSISTANT
DAVID ELLIOTT, LEGISLATIVE ASSISTANT
CHERYLE HOVEY, COMMITTEE CLERK

HOUSE

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WILLIAM F. LAWRENCE, PARSONSFIELD

STATE OF MAINE
ONE HUNDRED AND TWELFTH LEGISLATURE
COMMITTEE ON EDUCATION

October 11, 1985

Dear Former Teacher:

During the past year the State Legislature has enacted major educational reforms affecting teachers. To prepare for the next legislative session, the Legislature's Education Committee has initiated a comprehensive study of the factors which attract people to teaching and which help retain them.

You have been randomly selected for a sample representing teachers in grades K through 12 who have left teaching in the past few years. The study will also sample active teachers and high school seniors. In order for your sample to be statistically representative of those who have left teaching we need to have a high rate of questionnaires returned. Please help us with this survey by filling out the attached questionnaire and returning it in the enclosed stamped, self-addressed envelope.

If you are currently teaching, please check the space on the upper right hand corner of the questionnaire and return it to us blank so that we may account for the questionnaire.

The questionnaires were developed in cooperation with the MIA, the MSMA, and university faculty and research consultants. The responses will be aggregated and analyzed on a state-wide basis, guaranteeing the anonymity of respondents and schools. The number in the upper left hand corner of the front page of your questionnaire is an identification number which will be used only to send reminders to those who have not responded. Your individual responses will be held STRICTLY CONFIDENTIAL.

We hope that you will help us. Your prompt return of the questionnaire will enable us to complete the study in time to have an impact on the coming session of the Legislature.

If you have any questions, please call our legislative staff at tel. 289-1670.

Sincerely,

Ada Brown
House Chair

Larry Brown
Senate Chair

SENATE

LARRY M. BROWN, DISTRICT 7, CHAIR
N. PAUL GAUVREAU, DISTRICT 23
WALTER W. HICHENS, DISTRICT 35

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JUDITH C. FOSS, YARMOUTH
WILLIAM F. LAWRENCE, PARSONSFIELD

STATE OF MAINE
ONE HUNDRED AND TWELFTH LEGISLATURE
COMMITTEE ON EDUCATION

October 28, 1985

Dear Former Teacher:

This is a follow-up letter to the Education Committee's study of teacher recruitment and retention.

To date, completed questionnaires have been returned from 30% of those who were randomly selected to be part of the former teacher sample. We realize that you may be very busy. However, in order for the Education Committee's survey to be fully representative of former teachers in Maine, we need to have you and other individuals who have delayed returning your questionnaires to take the half an hour you will need to complete it and to return it in the enclosed, stamped, self-addressed envelope. If you are currently teaching, please check the space on the upper right hand corner of the questionnaire and return it to us blank so that we may account for the questionnaire.

The questionnaires were developed in cooperation with the MTA, the MSMA, and university faculty and research consultants. The responses will be aggregated and analyzed on a state-wide basis, guaranteeing the anonymity of respondents and schools. The number in the upper left hand corner of the front page of your questionnaire is an identification number which will be used only to send reminders to those who have not responded. Your individual responses will be held STRICTLY CONFIDENTIAL.

We hope that you will participate. The results of the survey will be distributed to the Maine Legislature and to educational organizations across the state.

If you have any questions, please call Lars Rydell or Barbara Gage on our legislative staff at tel. 289-1670.

Sincerely,

Ada Brown
House Chair

Larry Brown
Senate Chair

3582

I AM CURRENTLY A TEACHER

THE JOINT STANDING COMMITTEE ON EDUCATION
MAINE LEGISLATURE

STUDY OF TEACHER RETENTION AND RECRUITMENT
FORMER TEACHER QUESTIONNAIRE

INTRODUCTION

This questionnaire is part of a multi-phased state-wide study of teacher recruitment and retention. It has been designed to identify factors of job satisfaction or dissatisfaction among elementary and secondary school teachers in Maine.

The questionnaire has been designed for easy completion with most of the items requiring only a circled response or checkmark. Your responses will be kept STRICTLY CONFIDENTIAL. Thank you in advance for your cooperation.

I. FIRST, WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR LAST POSITION AS A TEACHER.

1. What was your last teaching position? (check one)
   _____1. REGULAR CLASSROOM TEACHER
   _____2. SPECIAL EDUCATION
   _____3. OTHER (please specify) _____

2. Were you a full-time or part-time teacher? (check one)
   _____1.FULL-TIME _____2.PART-TIME

   2A. If you worked PART-TIME, how many hours/week did you normally work? _____ HOURS

3. At what school level was your last teaching position? (check one)
   _____1. ELEMENTARY
   _____2. MIDDLE
   _____3. JUNIOR HIGH SCHOOL
   _____4. SENIOR HIGH SCHOOL
   _____5. OTHER (please specify) _____

4. What grade level or major subject areas did you teach:
   1. _____
   2. _____
   3. _____

5. How many students attended the school in which you last taught? (check one)
   _____1. LESS THAN 50 STUDENTS
   _____2. 50 - 100 STUDENTS
   _____3. 101 - 300 STUDENTS
   _____4. 301 - 500 STUDENTS
   _____5. MORE THAN 500 STUDENTS

6. How many years did you teach? _____ YEARS

7. How many school systems have you taught in? _____ SYSTEMS

8. If you have taught in more than one school system, what were your major reasons for changing?

   1. _____

   2. _____

   3. _____

9. Beyond your regular school day, approximately how many **HOURS PER MONTH** did you spend on:

   1. Class preparation and grading. _____ HOURS

   2. Paid extra-curricular activities..... _____ HOURS

   3. Unpaid extra-curricular activities..... _____ HOURS

   4. Meetings:Faculty,district, department,curricular, PTA _____ HOURS

   5. Professional development ..... _____ HOURS

   6. Extra help sessions with students ..... _____ HOURS

   7. After-school detention..... _____ HOURS

   8. Parent contact ..... _____ HOURS

   9. Teacher certification support teams _____ HOURS

   10. Union activities..... _____ HOURS

   11. Other school-related activities. _____ HOURS

II. NEXT, WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT WHY YOU HAD FIRST ENTERED THE TEACHING PROFESSION.

Please circle the appropriate number which reflects the extent to which each of the following items DETRACTED you from teaching or ATTRACTED you into the profession. Please note that 3 indicates a NEUTRAL impact.

	STRONGLY DETRACTED				STRONGLY ATTRACTED
A. Opportunity to perform a socially important job	1	2	3	4	5
B. Opportunity to work with children or young people	1	2	3	4	5
C. Opportunity to determine the moral development of the next generation	1	2	3	4	5
D. Opportunity during summers to pursue other interests/family obligations	1	2	3	4	5
E. Opportunity during summers to pursue a second career or other employment	1	2	3	4	5
F. Job security	1	2	3	4	5
G. Teachers' starting salary levels for new college graduates	1	2	3	4	5
H. Fringe benefits (health, retirement) for teachers	1	2	3	4	5
I. Availability of positions in the area(s) or communities you expected to live in	1	2	3	4	5
J. Opportunity to enter a professional job with a Bachelor's degree	1	2	3	4	5
K. Desire to work in an educational setting	1	2	3	4	5
L. Wanted to continue to be involved in your subject field	1	2	3	4	5
M. Opportunity for professional advancement in education	1	2	3	4	5
N. Desire to work with sports, drama, and other extra-curricular activities	1	2	3	4	5
O. Teachers are respected members of their communities	1	2	3	4	5
P. Opportunity to earn a sufficient income while looking for a better job	1	2	3	4	5

III. NOW WE WOULD LIKE TO ASK YOU ABOUT THE FACTORS YOU MAY HAVE FOUND SATISFYING OR DISSATISFYING ABOUT TEACHING AS A PROFESSION.

For each item, please circle the appropriate response which indicates:

1. Whether the item is IMPORTANT to you as a SOURCE OF PERSONAL SATISFACTION?

2. If YES, in your LAST TEACHING POSITION was the item a source of:

GREAT DISSATISFACTION 1 2 3 4 5 GREAT SATISFACTION

A. PERSONAL ASPECTS	IMPORTANT?	IF YES, SOURCE OF: GREAT DISSAT				GREAT SAT
1. Opportunity to work with children or young people....	NO YES	1	2	3	4	5
2. Opportunity to perform a socially important job.....	NO YES	1	2	3	4	5
3. Opportunity to determine the moral development of the next generation.....	NO YES	1	2	3	4	5
4. Opportunity to work with sports, drama and other extra-curricular activities..	NO YES	1	2	3	4	5
5. Opportunity to have summers off to pursue other interests or family obligations.....	NO YES	1	2	3	4	5
6. Teachers are respected members of the community.....	NO YES	1	2	3	4	5
7. Teachers are visible members of the community.....	NO YES	1	2	3	4	5
8. Teachers' families are visible members of the community.....	NO YES	1	2	3	4	5
9. Acceptance and participation in community organizations...	NO YES	1	2	3	4	5
B. PROFESSIONAL ASPECTS						
1. Helping your students develop their talents and skills.....	NO YES	1	2	3	4	5
2. Freedom to grow intellectually.....	NO YES	1	2	3	4	5

	IMPORTANT?		IF YES, SOURCE OF: GREAT DISSAT				GREAT SAT
3. Availability and quality of continuing education opportunities for teachers.	NO	YES	1	2	3	4	5
4. Flexibility in deciding how to run your classroom.....	NO	YES	1	2	3	4	5
5. Opportunity to discuss educational issues and problems with other teachers and administrators in your school.....	NO	YES	1	2	3	4	5
6. Low levels of stress.....	NO	YES	1	2	3	4	5
7. The amount of help available to you from teachers' aides and other support staff.....	NO	YES	1	2	3	4	5
8. Opportunity to participate in curriculum and program development.....	NO	YES	1	2	3	4	5
9. Quality of administrative evaluations of your performance for the purpose of contract renewal	NO	YES	1	2	3	4	5
10. Professional feedback available to you on performance evaluations.....	NO	YES	1	2	3	4	5

C. WORKING CONDITIONS

1. Student behavior in your classes.....	NO	YES	1	2	3	4	5
2. Procedures used to handle student misbehavior in your school.....	NO	YES	1	2	3	4	5
3. Number of students in your class or size of your teaching load.....	NO	YES	1	2	3	4	5
4. Job security....	NO	YES	1	2	3	4	5
5. Earning opportunities in teachers' salary schedules..	NO	YES	1	2	3	4	5

	IMPORTANT?		IF YES, SOURCE OF: GREAT DISSAT				GREAT SAT
6. Fringe benefits (health, retirement) offered teachers	NO	YES	1	2	3	4	5
7. Federal and state rules and regulations	NO	YES	1	2	3	4	5
8. Continuing education reqire-ments for recertification	NO	YES	1	2	3	4	5
9. Opportunity to pursue second career or other employment during the summer vacation	NO	YES	1	2	3	4	5
10. The time spent on school work after hours	NO	YES	1	2	3	4	5
11. The time spent on clerical and record-keeping duties	NO	YES	1	2	3	4	5
12. The time spent supervising students outside of class	NO	YES	1	2	3	4	5
13. The collegial support you receive from other teachers in the school	NO	YES	1	2	3	4	5
14. Rapport among those who work in the school	NO	YES	1	2	3	4	5
15. The practical support you receive from your principal	NO	YES	1	2	3	4	5
16. The parents support for your decisions	NO	YES	1	2	3	4	5
17. The support you receive from teachers' organizations	NO	YES	1	2	3	4	5
18. School board and voter sup-port for quality education	NO	YES	1	2	3	4	5
19. The opportunity to partici-pate in the decision-making process in your school	NO	YES	1	2	3	4	5

IV. NEXT WE WOULD LIKE TO ASK YOU TO DESCRIBE THE SATISFACTION YOU HAVE HAD FROM TEACHING.

Please indicate below how satisfied or dissatisfied you had been with teaching as a career. (Please circle the number that best reflects your response.)

1. On a scale of 1 to 5 what is your **OVERALL OPINION** of **TEACHING AS A PROFESSION?**

WOULD NOT RECOMMEND TO OTHERS				WOULD RECOMMEND HIGHLY TO OTHERS
1	2	3	4	5

2. How **SATISFIED** were you with teaching when you **LEFT?**

VERY DISSATISFIED				VERY SATISFIED
1	2	3	4	5

3. What were your **REASONS FOR LEAVING** teaching?

A. _____

B. _____

C. _____

4. Do you plan to **RE-ENTER** teaching in the future?

YES NO

4A. If you answered **YES** (plan to RE-ENTER TEACHING) please indicate (by circling the appropriate response) what your **CAREER GOALS** would be.

A. Return to your **PREVIOUS POSITION** and **GRADE LEVEL**.....YES NO

B. Would like to move to a **SIMILAR POSITION** in **ANOTHER SCHOOL UNIT**.....YES NO

C. Would like to move to a position in **ANOTHER SUBJECT AREA**.....YES NO

D. Would like to move to a position at a **DIFFERENT GRADE LEVEL**.....YES NO

E. Would like to move to a **COUNSELING POSITION** YES NO

F. Would like to become a **MASTER TEACHER** staying in the classroom with opportunity to increase my skills and responsibilities. YES NO

G. Would like to move to an **ADMINISTRATIVE POSITION**..... YES NO

H. OTHER (Please specify)_____

4B. IF you are **CURRENTLY WORKING** in another type of job, please indicate what type of job you have.

1. Field _____ 2. Type of Position _____

5. Do you **substitute** teach? YES NO

6. If you could go back and **start over**, would you become a teacher? YES NO

Please briefly describe your reasons:

_____

_____

_____

7. What factors about teaching would have to be **CHANGED** to **ATTRACT YOU BACK** into teaching?

A. _____

B. _____

C. _____

V. Based on what you had **expected when first entering** the teaching profession, please indicate how **DISSATISFIED OR SATISFIED** you were **WHILE A TEACHER** with the following areas of your personal lifestyle.(Please circle the number which best reflects your response.)

A. STANDARD OF LIVING

VERY DISSATISFIED					VERY SATISFIED
1	2	3	4	5	

B. LEISURE TIME

VERY DISSATISFIED					VERY SATISFIED
1	2	3	4	5	

C. ROLE IN THE COMMUNITY

VERY DISSATISFIED					VERY SATISFIED
1	2	3	4	5	

D. SENSE OF PERSONAL WORTH

VERY DISSATISFIED					VERY SATISFIED
1	2	3	4	5	

E. SENSE OF PROFESSIONAL WORTH

VERY DISSATISFIED					VERY SATISFIED
1	2	3	4	5	

F. OTHER (Please specify) _____

_____

_____

_____

9. Since you **LEFT TEACHING**, has your level of satisfaction in these areas **DECREASED OR INCREASED**?

A. STANDARD OF LIVING

DECREASED				INCREASED
1	2	3	4	5

B. LEISURE TIME

DECREASED				INCREASED
1	2	3	4	5

C. ROLE IN THE COMMUNITY

DECREASED				INCREASED
1	2	3	4	5

D. SENSE OF PERSONAL WORTH

DECREASED				INCREASED
1	2	3	4	5

E. SENSE OF PROFESSIONAL WORTH

DECREASED				INCREASED
1	2	3	4	5

F. OTHER (Please specify) _____

DECREASED				INCREASED
1	2	3	4	5

VI. FINALLY, WE WOULD LIKE TO ASK YOU SOME BACKGROUND QUESTIONS FOR STATISTICAL PURPOSES.

1. Your sex: MALE FEMALE

2. How old are you? _____YEARS

3. Do you have dependent children? (circle one) YES NO
   IF YES, how many? _____ CHILDREN

4. How long have you lived in Maine? (check one)
   _____1. SINCE BIRTH
   _____2. SINCE HIGH SCHOOL
   _____3. SINCE COLLEGE
   _____4. SINCE ENTERING TEACHING

5. A. What size community did you **live** in while in your **last teaching position**? _____ POPULATION

   1. Was it accessible to an urban center with cultural and shopping facilities?(circle one) YES NO

   2. Were the recreational activities you like to engage in, easily accessible to where you lived?(circle one) YES NO

5. What size community do you **live** in **now**? _____POPULATION

   1. Is it accessible to an urban center with cultural and shopping facilities?(circle one) YES NO

   2. Are the recreational activities you like to engage in, easily accessible to where you live?(circle one) YES NO

6. What size community did you **grow up** in?_____ POPULATION

   1. Was it accessible to an urban center with cultural and shopping facilities?(circle one) YES NO

7. What size community would you (and your family) **most like** to live in? _____ POPULATION

   1. Would you like it to be accessible to an urban center with cultural and shopping facilities? (circle one) YES NO

8 How important to you and your family are the following living conditions:
(Please circle the number which best reflects your response.)

1. The **SIZE** of the community in which you wish to live.
NOT IMPORTANT VERY IMPORTANT
1 2 3 4 5

2. The **PROXIMITY** to **URBAN** amenities.
NOT IMPORTANT VERY IMPORTANT
1 2 3 4 5

3. The **PROXIMITY** to **RECREATIONAL** activities of your interests.
NOT IMPORTANT VERY IMPORTANT
1 2 3 4 5

Please comment: _____

_____

9. What is the highest educational degree you have earned? (check one)
_____1. BACHELOR.
_____2. BACHELOR PLUS _____ HOURS.
_____3. M.A./M.S./M.ED.
_____4. C.A.S.
_____5. Ph.D. or Ed.D.

10. Have you taken any college courses in administration since you began teaching? (circle one) YES NO

11. What is your parents' educational background:

(check level for each)	A. MOTHER	B. FATHER
1. LESS THAN HIGH SCHOOL...	_____	_____
2. HIGH SCHOOL.....	_____	_____
3. SOME COLLEGE.....	_____	_____
4. BACHELORS DEGREE.....	_____	_____
5. M.A. or HIGHER.....	_____	_____

12. What percent of your total family income was your teaching salary when you left the field? _____ PERCENT

Please return this completed questionnaire to:
Teacher Retention and Recruitment Study
Division of Management Information
Station 23
Department of Educational and Cultural Services
Augusta, Maine 04333

A pre-addressed, postage-paid envelope has been included for your convenience.

THANK YOU FOR YOUR COOPERATION. 3489

SENATE

LARRY M. BROWN, DISTRICT 7, CHAIR
N. PAUL GAUVREAU, DISTRICT 23
WALTER W. HICHENS, DISTRICT 35

LARS RYDELL, LEGISLATIVE ASSISTANT
DAVID ELLIOTT, LEGISLATIVE ASSISTANT
CHERYLE HOVEY, COMMITTEE CLERK

HOUSE

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JUDITH C. FOSS, YARMOUTH
WILLIAM F. LAWRENCE, PARSONSFIELD

STATE OF MAINE
ONE HUNDRED AND TWELFTH LEGISLATURE
COMMITTEE ON EDUCATION

October 11, 1985

William H. Schenck, Principal
Lisbon High School
Lisbon Road
Lisbon Falls, ME 04252

Dear Mr. Schenck:

You recently received a bulletin from the MSMA (dated September 26, 1985) which explained the current study on teacher recruitment and retention being conducted by the Maine Legislature's Committee on Education. The study will survey random samples of current teachers, former teachers, and college-bound high school seniors throughout the state concerning their perceptions of teaching as a profession.

The Department of Education and Cultural Services aided in the development of the random samples of current and former teachers. Some of your staff may be included in the current teacher sample and will have individually received surveys.

The student sample is being developed in 2 stages. First, 32 schools were randomly selected from among all high schools in the state. Second, each selected school will be asked to help randomly choose 20 of their college bound seniors to participate in the study. This will result in a statewide random sample of 620 students.

Your school has been selected as on of the 32 schools that will be asked to participate. One of our committee's staff will contact you during the week of October 15 to answer any questions you have about our study and to discuss the details of selecting a sample in your school.

The surveys have been developed with the cooperation of the MTA, the MSMA, the University of Maine at Orono and the University of Southern Maine. The purpose of the questionnaire is to identify the career interests and career perceptions of Maine's college-bound seniors with a particular focus on the teaching profession. The survey findings will be analyzed on a

state wide basis in order to maintain the confidentiality of respondents and schools. A copy of the student survey has been enclosed for your perusal.

If you have any immediate questions, please call the Education Committee's legislative staff (Lars Rydell or Barbara Gage) at 289-1670.

We hope that you will help us in our efforts to collect information on teacher recruitment and retention.

Sincerely,

Ada Brown
House Chair

Larry Brown
Senate Chair

cc:
Commissioner Boose
Enclosure
3524

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STATE OF MAINE
ONE HUNDRED AND TWELFTH LEGISLATURE
COMMITTEE ON EDUCATION

October 23, 1985

Dear Senior:

During the past year, the State Legislature has enacted major reforms in the field of Education. To prepare for the next legislative session, the Legislature's Education Committee has initiated a comprehensive study of the factors which attract people to teaching and which help retain them. The study is surveying samples of current teachers, former teachers, and college-bound high school seniors.

You have been randomly selected through your high school to participate in the identification of the career interests and career perceptions of Maine's college-bound seniors, particularly with regards to the teaching profession. The study requires a high rate of questionnaires returned for the sample to be statistically representative state-wide. Please fill out the attached questionnaire completely and return it to your teacher.

The responses to the questionnaire will be aggregated and analyzed on a state-wide basis, guaranteeing the anonymity of individual respondents and schools. Your individual response will be held STRICTLY CONFIDENTIAL.

We hope that you, as a graduating senior, will help us.

Sincerely,

Ada K. Brown
Ada Brown
House Chair

Larry Brown
Larry Brown
Senate Chair

3608M

STATE HOUSE STATION 2, AUGUSTA, MAINE 04333 TELEPHONE 207-289-1333

THE JOINT STANDING COMMITTEE ON EDUCATION
MAINE LEGISLATURE

INTRODUCTION

YOU HAVE BEEN CHOSEN AS PART OF A STATE-WIDE SAMPLE OF HIGH SCHOOL STUDENTS PLANNING TO ENTER COLLEGE. THE PURPOSE OF THIS SURVEY IS TO IDENTIFY THE EDUCATIONAL AND CAREER INTEREST AREAS OF COLLEGE-BOUND HIGH SCHOOL SENIORS IN MAINE.

The questionnaire has been designed for easy completion with most of the items requiring only a circled response or checkmark. Your responses will be kept STRICTLY CONFIDENTIAL. Thank you in advance for your cooperation.

I. FIRST, WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR COLLEGE PLANS.

1. When you enter college, what do you plan to study? (check one)

_____1. ENGINEERING
_____2. MATH or SCIENCE
_____3. SOCIAL SCIENCES
_____4. AGRICULTURE/FORESTRY/PARKS
_____5. NURSING
_____6. OCCUPATIONAL, PHYSICAL, SPEECH THERAPY
_____7. HOME ECONOMICS/NUTRITION
_____8. PHYSICAL EDUCATION
_____9. BUSINESS
_____10. TEACHER EDUCATION
_____11. INDUSTRIAL ARTS
_____12. JOURNALISM
_____13. ARTS and HUMANITIES
_____14. OTHER (Please specify)_____
_____15. DON'T KNOW

2. What is your **first choice** as a career goal? _____

3. Have you considered **other** careers?(circle one) YES NO

3A. If YES, what career options have interested you the most?

1._____

2._____

3._____

4. Have you had a serious discussion about career plans with any of the following people: (circle yes or no)

(1)	(2)	
YES	NO	A. PARENT(S)
YES	NO	B. OTHER CLOSE RELATIVES
YES	NO	C. TEACHER
YES	NO	D. GUIDANCE COUNSELOR
YES	NO	E. FAMILY FRIENDS
YES	NO	F. PEERS
YES	NO	G. OTHERS

II. NEXT, WE WOULD LIKE TO KNOW IF YOU HAVE CONSIDERED WORKING IN ANY OF THE FOLLOWING WORK ENVIRONMENTS.

Please circle the appropriate response to each item.

1. PRIVATE INDUSTRY and COMMERCE

   (1) YES (2) NO

2. LOCAL GOVERNMENT

   (1) YES (2) NO

3. STATE GOVERNMENT

   (1) YES (2) NO

4. FEDERAL GOVERNMENT

   (1) YES (2) NO

5. MILITARY SERVICES

   (1) YES (2) NO

6. ELEMENTARY EDUCATION

   (1) YES (2) NO

7. SECONDARY EDUCATION

   (1) YES (2) NO

8. HIGHER EDUCATION

   (1) YES (2) NO

9. OTHER (Please specify)_____

III. THE FOLLOWING ARE A LIST OF FACTORS WHICH AFFECT WORKING CONDITIONS.

Please indicate for each item, whether you think:

1. THE ITEM would be IMPORTANT to you in selecting a career.
   YES NO DON'T KNOW (DK)

2. THE ITEM is PRESENT in the career you have indicated as a FIRST CHOICE career goal on page 1,question 2.
   YES NO DON'T KNOW (DK)

3. THE ITEM is PRESENT in the TEACHING profession.
   YES NO DON'T KNOW (DK)

Please circle the appropriate response for each of the 3 questions beside every item.

	(1) IMPORTANT TO YOU	(2) PRESENT IN YOUR CAREER GOALS	(3) PRESENT IN TEACHING PROFESSION
A. Opportunity to perform a socially important job.....	YES..NO..DK	YES..NO..DK	YES..NO..DK
B. Opportunity to work with people.....	YES..NO..DK	YES..NO..DK	YES..NO..DK
C. Opportunity to have summers free.....	YES..NO..DK	YES..NO..DK	YES..NO..DK
D. Job Security.....	YES..NO..DK	YES..NO..DK	YES..NO..DK
E. Fringe benefits (such as health and retirement)...	YES..NO..DK	YES..NO..DK	YES..NO..DK
F. Avail bility of positions in the area or town you would like to live in.....	YES..NO..DK	YES..NO..DK	YES..NO..DK
G. Opportunity to enter a professional job with a Bachelor's degree.....	YES..NO..DK	YES..NO..DK	YES..NO..DK

	(1) IMPORTANT TO YOU	(2) PRESENT IN YOUR CAREER GOALS	(3) PRESENT IN TEACHING PROFESSION
H. Opportunity for continued involvement with an academic subject area	YES..NO..DK	YES..NO..DK	YES..NO..DK
I. Desire to work with sports, drama, and other recreational and cultural activities	YES..NO..DK	YES..NO..DK	YES..NO..DK
J. Community respect for the profession	YES..NO..DK	YES..NO..DK	YES..NO..DK
K. Opportunity to help others develop their talents and skills	YES..NO..DK	YES..NO..DK	YES..NO..DK
L. Flexibility in deciding how to manage your work responsibilities	YES..NO..DK	YES..NO..DK	YES..NO..DK
M. Low level of stress	YES..NO..DK	YES..NO..DK	YES..NO..DK
N. Above-average starting salary levels for new college graduates	YES..NO..DK	YES..NO..DK	YES..NO..DK
O. Opportunity to earn a relatively good salary if you remain in the field	YES..NO..DK	YES..NO..DK	YES..NO..DK
P. Opportunity to earn a really top salary if you remain in the field	YES..NO..DK	YES..NO..DK	YES..NO..DK
Q. A good rapport among the people with whom you expect to work	YES..NO..DK	YES..NO..DK	YES..NO..DK

	(1) IMPORTANT TO YOU	(2) PRESENT IN YOUR CAREER GOALS	(3) PRESENT IN TEACHING PROFESSION
R. Support and feedback from the people affected by the work you do	YES..NO..DK	YES..NO..DK	YES..NO..DK
S. A 40-hour work week	YES..NO..DK	YES..NO..DK	YES..NO..DK
T. Paid compensation for overtime hours worked beyond the regular 40 hours	YES..NO..DK	YES..NO..DK	YES..NO..DK
U. Ability to leave the job behind you at the end of the day	YES..NO..DK	YES..NO..DK	YES..NO..DK
V. Absence of additional hours outside of the regular working hours for work preparation	YES..NO..DK	YES..NO..DK	YES..NO..DK

IV. TEACHING AS A CAREER

1. If TEACHING is your FIRST CHOICE of a career goal, what are the major reasons you chose that profession?

   1. _____

   2. _____

   3. _____

2. IF TEACHING is NOT a CAREER GOAL, what would attract you to pursue a career in teaching?

   1. _____

   2. _____

   3. _____

V. FINALLY, WE WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT YOUR BACKGROUND FOR STATISTICAL PURPOSES.

1. Your Sex: (1) MALE (2) FEMALE

2. What town do you live in? _____, Maine

2A. Is it accessible to an urban center with cultural and shopping facilities?(circle one) (1) YES (2) NO

3. What size school do you attend?(check one)

_____1. UNDER 100 STUDENTS
_____2. 100 - 300 STUDENTS
_____3. 301 - 500 STUDENTS
_____4. 501 or MORE STUDENTS

4. What is your class rank?(check one)

_____1. TOP 10 PERCENTILE
_____2. 11 - 20 PERCENTILE
_____3. 21 - 30 PERCENTILE
_____4. 31 - 40 PERCENTILE
_____5. 41 - 50 PERCENTILE
_____6. 51 - 60 PERCENTILE
_____7. 61 - 70 PERCENTILE
_____8. 71 - 80 PERCENTILE
_____9. 81 - 90 PERCENTILE
_____10. 91 - 100 PERCENTILE

5. Have you taken the Scholastic Achievement Tests (SAT) or the Preliminary Scholastic Achievement Tests (PSAT)? YES NO

If YES to either, please check the appropriate range of scores you received on the test taken.

PSAT			SAT	
A.MATH	B.VERB		C.MATH	D.VERB
_____	_____	1. 81 or above	_____	_____ 1. 701 or above
_____	_____	2. 71 - 80	_____	_____ 2. 601 - 700
_____	_____	3. 61 - 70	_____	_____ 3. 501 - 600
_____	_____	4. 51 - 60	_____	_____ 4. 401 - 500
_____	_____	5. 41 - 50	_____	_____ 5. 301 - 400
_____	_____	6. 31 - 40	_____	_____ 6. 201 - 300
_____	_____	7. 20 - 30		

6. What are your parents' educational backgrounds? (Please check the appropriate space for both.)

	A. MOTHER	B. FATHER
1. LESS THAN HIGH SCHOOL	_____	_____
2. HIGH SCHOOL	_____	_____
3. SOME COLLEGE	_____	_____
4. BACHELOR'S DEGREE	_____	_____
5. M.A. or HIGHER	_____	_____

THANK YOU FOR YOUR COOPERATION.

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